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THE SCHOOL JOURNAL.

A Weekly Journal of Education.

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TERMS.

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New York, July 19, 1884.

This paper exists because there are important things concerning education that MUST BE SAID.

It is published THIS WEEK because there are things that must be said NOW.

THE PRACTICAL TEACHER, Portland, Oregon, is a new paper from the Pacific. It is well printed and edited.

SUPT. ELLIS, of Rochester, says that map-drawing is a most important and essential method of teaching geography. Supt. E. has just received the degree of Ph.D. from the Regents of the University of N. Y.

IN our Associations we find three classes of speakers. Some see everything by means of a mirror. Their words are reflected lights. Others look through a microscope. Very small things are especially noticed and wonderfully magnified. Others always look through a telescope. Their objects of thought are a great way off, often many millions of miles removed from the world on which ordinary mortals live. These thinkers mean to be just. They certainly are honest; the difficulty lies in the way they have been accustomed to look at things.

A RECENT writer accuses the typical ministers of the Eastern States of having a certain crisp and nipping air, like the wind that blows from the Atlantic. His theme seems to be chosen to afford opportunity for hits and thrusts. He quotes freely Spencer and Huxley, and snubs old forms and the fathers. He protests against all venerable ideas, and exhibits a kind of assurance not far removed from impudence. He stands ready to tweak any venerable nose that may present itself in the name of the honorable past. We wait

with some anxiety the opinions of this writer concerning New England teachers. Are they like the ministers? Is he, too, an ideal Yankee Doodle, a genius of intelligence and competency? Has he that self-centered repose and coldness so often remarked in Eastern manners? Let us hear.

FROM State Association reports we glean the following scintillations:

"Figures are not reliable arguments."

"The present system of supporting common schools is unreliable"

"Why does the State tax? Why tax at all?"

"Trustees need educating. They ought to go to school."

"When teachers decay, libraries and books decay."

"Some believe it is sinful to be happy."

"Rules cannot make good speakers and writers."

"Learn to use language by using it."

"An uneducated imagination makes boys cruel."

"Our ideals make us what we are."

"What is right for a boy is right for a girl."

"Money is more important to a successful association than ideas; it is almost as good as an excursion."

It is believed that some of our great colleges are failing in just the place where they ought to succeed. Not in funds, learning, numbers, courses of instruction, large and excellent buildings and libraries, but in the work of developing strong, pure, and vigorous characters. This is a serious charge. If true, we should be alarmed. These universities are needed, but we need them squarely and firmly on the everlasting rock of rightness. Examples tell here, not text-books. The living embodiment of honor, truth and virtue with brains is worth more than ten millions endowment. Dr. Hopkins has exerted a mighty influence, because to a magnificent intellect he united a true and earnest heart. He has always exemplified the most radical principles of the "New Education," viz: independence of personal thought, original investigation, freedom from slavery to old-time theories, and, above all, a living example of a grand, symmetrical, honest character. What is better than this? We can all learn a lesson here.

No one is under obligation to work for us. Commissioners and teachers often receive small salaries, and cannot command the time to labor for the wider circulation of our papers and books; but ought they not to use what influence they have and what time they can command to advance the spread of good educational literature? Can they do a better work? One good paper very soon makes place for two more; one good book, well read, soon brings a whole library after it. Time may be much occupied, money scarce, and work pressing, but in a little corner of a day a word may be dropped to a

fellow teacher that will produce a most excellent crop. It will take but postage stamp, an envelope, a piece of paper and five minutes to send us the names of a dozen teachers. They will all have the free reading of one or two of our papers. It will pay. Try and see.

FOR THE CHILDREN.

For what are the hundred millions of dollars set apart and given to education annually by the people of the United States?

For the children.

For what are the school buildings large and small? for what the text-books? for what the teachers? what the superintendents?

For the children.

What should be the main topic of discussion at teachers' gatherings?

The best mode of putting the arms of humanity around the children and gathering them into the kingdom of heaven.

If a convention of teachers fails to do this it fails in everything. If the National Association fails to do this this year it better never have met. If the county institutes fail to do this, if the normal schools fail to do this, they have no excuse for existence. Men may meet and read eloquent essays on education, but are they aiming at an exhibition, of themselves or at the welfare of the children? Which, men and brethren, is the greater, the cause of education or the cause of the children? They are not one and the same.

Not unfrequently there is complaint by teachers of the smallness of their wages. Who complains for the children of the narrowness, poverty, and weakness, and unfitness, and unwholesomeness of the teaching the children get? Who is on the children's side? Who that is paid \$10 per month is certain that he gives all that the children need in return? Stop, says the reader; he should only give \$10 worth of teaching back; but this, we assert, is wrong arithmetic. He must give all they need in return for his wages, great or small.

Did Paul or Peter preach a poor sermon when the audience was not likely to yield a large collection? Not so. The teacher must consider the children as the common wards of humanity; as beings capable of being led farther into the kingdom of heaven than we. Every one must be on the children's side; and the appearance of Children's Aid Societies, of societies for Prevention of Cruelty to Children, of the entire removal of Corporal Punishment, from many school-rooms, of better fitted text-books, of laws against rum-selling to children, of laws requiring the teaching of the effect of alcohol on the body, is an indication that children are at last to be taken into the arms of humanity.

The teacher should require no better epitaph than, "He was the devoted friend of the children, rich and poor, attractive and unattractive, all shared his bounty; it was his delight to make them better and happier."

EDITORIAL CORRESPONDENCE.

Arriving at Elmira on Thursday morning the teachers were found discussing the opening exercises of the preceding evening. It was apparent that the attendance was small. The program had not been published and delivered, so that few knew what was to take place. This was exceedingly unfortunate. Prest. Barnes admitted that the labor had been far greater than he had anticipated. A great many were absent who have been familiar figures in the past. State Supt. Ruggles was absent. No city superintendent was present from N. Y., Albany, Utica, Buffalo, Poughkeepsie, or Oswego; of the Institute Conductors, only Prof. Bouton was here, but he gave a good paper on the "Condition of Education." Com. Lusk, who was crowded out of the program last year, gave an interesting display of figures as to the cost of education in various schools. It is a subject that deserves more investigation. Prof. Dundon read a long paper on the "Imagination"; but the paper on "Methods in Geography" by Supt. Ellis attracted more attention than any other. It was discussed in the afternoon and on the following morning.

The address of Chancellor Sims, on "Personal Power in Teaching" in the evening, was a solid and creditable attempt; it was an abstract statement of the ideas of the "New Education." One sentence is remarkable: "If the State gets from its public schools nothing but the grammar, geography, arithmetic, etc., its prescribed studies, then it is outrageously swindled."

The report on "Necrology" was unusually full. But should the Association mourn over any but its own members?

On Friday morning the venerable Noah T. Clarke described education in the state as it was 100 years ago. No member could have done it so humorously and truly.

Prof. Jerome Allen described "Educational Humbugs"; explaining that there were imitations afloat of "Object Teaching," "Oral Teaching," the "New Education" and "Industrial Education," etc.

The afternoon of Friday had two papers of importance, "Self-Culture," by Prof. Milne, and "Relation of Theory and Practice," by Edward E. Sheib, Ph.D., of Baltimore.

This meeting has not been a very strong one. The discussions took a wide range, and were oftentimes without point, so that advancement was hardly made. There was little enthusiasm, and the papers dodged the specific point that characterizes modern discussion of educational topics. To use a term that is becoming hackneyed, they did not possess the spirit of the "New Education."

As to improving the Association there was nothing done of importance. It is yet a mass-meeting; those speaking are often not members; no record is kept of those who were members in the past; it has no membership roll, no signing of a constitution, etc. All this in a Teachers' Association in the nineteenth century is bad, and very bad.

The selection of Supt. Ellis of Rochester, for President is a good one, and some of these evils may be cured next year.

THE NEW YORK STATE TEACHERS' ASSOCIATION.

The New York State Teachers' Association opened its thirty-ninth annual convention at the First Methodist Church, in Elmira, on the evening of July 9th.

After a few introductory words by Dr. J. Dorman Steele, whose residence is here, Mayor Flood welcomed the Association to the "Queen City" of Southern New York.

The President of the Association, Supt. C. T. Barnes, of Little Falls, responded, and then delivered the annual address, in which he said:

"There are two lines of study open to the pupil, one the study of nature, the other the study of books. Is the pupil encouraged to follow these lines of mental discipline? Is his attention called at every opportunity to the necessity of having eyes and ears open as he walks through life that he may gather stores of knowledge from the world about him? Is there a systematic reference to objects made throughout his school life? Is he trained to search for truth; to find sermons in books and in running brooks alike?"

"Thanks to the normal schools, to our teachers' institutes and associations, pupils are being led to a right use of books, and also are led to form habits of observation of the world outside. They are trained to use their eyes and ears as they go to and from school, and then to tell in their own language what they have seen and heard! They are trained to talk as freely with pencil as with tongue. They are taught to read what they understand, in clear, natural tones. They are led into habits of quick, accurate computation. The perceptive are quickened, the imagination stimulated, the memory strengthened, and the whole intellectual nature aroused to activity."

"In our midst to-night are men and women who are thinking deeply and carefully upon educational problems. There are those whose locks have whitened while doing intelligent educational work, the product of profound and long-continued thought and study. They are all working at the same problem; all actuated by the same spirit, with the same end in view—how best to serve the interests of the youth of our land. As we look upon the broad work to be done in our land, unbounded possibilities open before us and the light of a future, bright with promise of better things to come, rests upon us like a benediction."

It was an able and practical paper.

THURSDAY MORNING.

The exercises were opened by Rev. Dr. Thomas K. Beecher. The report on the "Condition of Education" was presented by Institute-Conductor Eugene Bouton, of Albany. It treated of the stability of our educational system, the public interest in education, school property, professional training of teachers, physical education, morals and manners, methods of instruction, ethics and the educational problem.

He said: "A revival is in progress of no ordinary magnitude. The deep interest manifested is shown by the more general circulation of strictly educational papers, and the growing desire for better teaching. There ought to be a great improvement in school-houses and their surroundings. Air should be pure. Eyes are worth preserving. We ought to have a more professional kind of literature, and better training of teachers in our Normal Schools. The great demand is for education which is practical, and not theoretical. There are still a few old fogies who build better barns for their cattle than school-houses for their children. They have just enough life to keep them from interment. They still insist that the former days were better than these, and ask the need of a new education. But the fog is no more an enemy to this new education than the demagogue. We will never reach our ideal education until the teacher's work extends beyond the school-room."

The professional spirit is growing stronger among the teachers. The teacher's work should rank with law and medicine. One of the objections offered by teachers to preparing themselves is, that there are so few books on teaching. In too many schools the physical development of the child is entirely neglected. There is many a boy in our schools who is doing too much, working in bad air, and thus laying the corner stone of a monument to his memory through the neglect of his teacher. Good manners are also neglected. The teacher should, by precept and by example, endeavor to lead the pupils from the gross and coarse, to the beautiful and refined. The law against the publication and sale of obscene pictures and literature was a step in the right direction. The "New Education" is gaining ground, both in the cities and in the rural districts, and must soon reign absolute. More effective means of selecting teachers are needed in order to weed out the poor teachers and elevate the profession."

Mr. Ross, of Seneca, advocated plenty of play for the children.

Major Stowits, of Buffalo, said the children must be made to value the principles of the government. We value our institutions because we know what they cost.

Principal John H. Kelly, of Middleburg, said: "I take exceptions to the statement that most of the teachers are not so well equipped for work as those that enter the legal, ministerial or medical professions. My observation has been that as a body they are better prepared for their work."

Prof. C. H. Verrill, of Franklin, said: "Where I come from a summer school is a luxury, with one teacher and three pupils. In reference to poor school libraries, the system is far fault less than the teachers. Libraries decay because teachers do not attend to them."

Dr. J. D. Steele of Elmira: "While listening to the admirable report I felt as I have before now, looking at the fine work of a Gatling gun that pierces the bulls-eye every time. I have conversed with teachers in two thirds of the States, and the question they regard as the most vital in school work is summed up in the two words, 'moral education.'"

Com. C. W. Wasson, of Allegheny, spoke of the fact that the teachers in many schools do not have

the necessary appliances. Trustees must be lifted to a higher plain. He offered the following resolution: "That a committee be appointed to devise a plan for placing the school trustee under proper supervision, and of requiring some qualifications and oath of office, as pledges of faithful performance of their very vital part of the necessary conditions of a successful school, which the trustee alone supplies, and without which the most desirable methods cannot be practiced therein, the committee to report at the next annual meeting."

Miss Winne, of Albany: "Moral education is one of the questions of the day. It is a good sign when a teacher sees the scholars coming into school before 9 o'clock in the morning. Recess will soon be a thing of the past."

Com. Suffern, of Rockland, referred to the poor pay of teachers, and recommended a proposition to re-model and consolidate school districts.

Mr. Knickerbocker, New York City: "The best results that I have ever seen were obtained by scholars in country schools. But the time is passed when a woman will teach for seventy-five cents a day, and do her own washing."

Dr. Allen, of St. Cloud, Minn.: "The teachers of the whole country wish to know what the teachers of the Empire State are doing to advance true education. Catholics do not oppose moral training, but, on the other hand, are its strongest friends."

Com. Hall, of Wyoming, said: "There would be no difficulty in getting appliances for schools if the teachers would work harmoniously with the trustees."

Com. Surdam, of Queens, said: "The reason there are so many poor teachers is because the standard is placed too low. There are not in my county ten that are licensed to teach but that are teaching."

Mr. Simpson, of Kings: "How noble it is to stab a man in the back! The trustees are not here to defend themselves. Let us be careful what we say."

Hon. Edward Danforth said: "The commissioner must not be looked upon as an infallible person."

Principal Bull, of Oneonta: "We are hearing again and again that teachers are born, not made. Now, by what sign shall we know such a teacher when we see him?" (Loud laughter.)

The report of the Committee on "Our Schools wholly a State Charge" was read by Com. J. Lusk, of Binghamton. The report involved much labor in preparation. He accompanied his statements with some very startling figures, showing the difference in taxation, appropriation and number of weeks' school in different cities, villages and districts in the State, and thought that the State should make equal appropriations and equalize the burden of the public schools in all parts of the State.

Supt. H. R. Sanford, of Middletown: "Why does the State tax at all? Self-preservation is the cause. The day will soon come when no one will be found opposed to taxation for higher education."

Com. Edward Wait, of Lansingburg, and Com. Winnie, of Canistota, advocated radical changes in the mode of arranging school taxes. At present they were not equally laid.

Principal Downing, of Fausport, thought that the figures presented did not show reliable statistics. Principal Hill, of Havana, lamented the steady and remarkable decline of the common schools. He thought it was a question whether the common schools could be sustained; at least taxation should be equalized.

Professor L. B. Corey, of Long Island, sustained the report. He strongly advocated equalized taxation.

THURSDAY AFTERNOON.

Prof. A. H. Dundon, of the N. Y. Normal College, spoke on the "Imagination: its Importance in Developing the Mind." He said:

"In seeking a type of imagination I did not go among poets or dramatists. My type is Burke, the greatest friend this country had in a time when it needed friends most. The first use of the imagination is its influence on language and thought, for though language and thought are not one, they are almost inseparable. Language is to the thought what the tunnel is to the arch. The thinking may go on without the language just as the excavator can without the mason or bricklayer. Still both must come to a full stop before proceeding far unless they are connected. All our language owes its origin to imagination. We should not have a tragedy that boasts of a character like 'Hamlet,' an epic like 'Paradise Lost,' or the glorious orations of Wendell Phillips, were it not for imagination. Water cannot rise above its level. Neither can language rise above its thought. The second use of imagination is its influence on our conduct. Imagination does exert an influence on our actions, be they good or bad. With but few exceptions children are given to cruelty. They torture their pets. Among older pupils the same spirit is observable. The strong oppress the weak. I think I am not wrong in ascribing to the imagination a great influence, and in saying that to the absence of it

may be ascribed much of the evil of the world. I could prove to you that imagination had a great deal to do with the acquirement of capital, but time will not permit. I will say then that imagination extends through our whole life. It forms so great a part in our mind that where it is there also is the mind. It pictures for us the unborn future. It looks ahead."

Principal E. R. Payson, Binghamton, said that we do right when we improve the taste and imagination in the school-room. Our early ideals have a great influence on us in all our after lives. Very few persons have true and proper imaginations. Supt. Edward Smith, of Syracuse, added a few remarks. Prof. Ingolsby did not believe that the cause of depravity among children was a lack of imagination, but rather a perverted imagination. Boys try to be men, and their imaginations lead them to do many things they think men ought to do. Miss Martha Winne, of Albany, thought that girls as well as boys should be included. Girls should not be told, "boys don't do so."

After the close of this discussion, Supt. S. A. Ellis, Rochester, read an excellent paper on "Geography." As most of it will appear in our columns, we will not give an outline of what he said.

THURSDAY EVENING.

The report on "Necrology," by Prof. C. W. Barden was presented, after which Chancellor C. N. Sims, D.D., of Syracuse University, delivered an excellent address on "Personality in Teaching," under the following heads: 1. The teacher always becomes a study to his pupils. 2. There is a personality in the method of thinking. 3. In morals. 4. In social influence. 5. In religion and conscience.

FRIDAY MORNING.

The first thing was the discussion of S. A. Ellis's paper on "Geography." Supt. L. C. Foster, of Ithaca, opened the discussion. He said: "The first step is to build up a correct idea of the whole world. Maps, charts, and globes help the scholars. Those drawn on blackboards help. Aid can be derived from pictures, and talks on them by the teacher. Magic lanterns are useful in teaching geography. Relief maps are good helps."

Com. J. J. Crandall, Salamanca: "Young scholars don't know what a map is. I believe in exemplification. My idea is to teach from objects, and proceed from the known to the unknown."

Prof. Ingolsby: "Teachers of geography should be good historians. They should be practical in their teaching, and should remember the trouble they had when learning this study. Seats in school-houses should face toward the north."

Com. Parkhurst, of Owego: "Geography is one of the most important studies, but it is poorly taught. The best way to teach it needs much discussion. We need more practical knowledge on the subject ourselves. Many of the exercises should be written."

Mr. Knickerbocker, New York city, said: "One-half of the time given to this study is thrown away." The speaker, then, in his humorous way, gave his method of teaching.

Dr. Allen, of Minn., believed in making more experiments. Geography teaches all things. How many can point directly to where New York city is? Yet the teacher should know this. Do you know London? Can you see it to-day in your mind's eye? If you cannot, you should not attempt to teach it.

Com. Lusk, of Broome: "It is my opinion that two-thirds of the teachers are compelled to teach by text-books and not by topic."

Mr. Ross: "If we teach without books what will the poor agents do?" (Applause.)

Miss Mariana A. Brash, of Boston, read "The Clown's Baby." Her clear tones and nice perception of modulation were greatly appreciated, she also gave a pleasant recitation of "The Earl of Quarterdeck," by Rev. George McDonald.

A paper on "Academic Education in This State One Hundred Years ago," by Dr. Noah T. Clark, of Canandaigua, followed. New York he said was in swaddling clothes herself one hundred years ago; the state then comprised fourteen counties; the early founders of our educational system being fishers early became school men indeed. The electric bells of the early electric machines made more noise than all other bells beside. About all the chemistry taught fifty years ago was that both air and water were composed of two gases—one of which would burn and the other would not.

Dr. Allen read a paper on "Educational Humbugs." It will appear in the JOURNAL.

Com. Wasson said that there is not an arithmetic published containing a rule by which a scholar can learn how to compute a pile of wood, or the number of rolls of wall-paper necessary to cover a room.

Supt. Ellis opposed the idea of bread and butter industrial education. The mind must be trained through the senses and manifested again through the same avenues.

Prof. Ingolsby spoke of the humbug of com-

mitting to memory what could not be understood. Principal Verrill, of Delaware county, said it was one thing to teach children and another to teach older pupils.

FRIDAY AFTERNOON.

Prof. James M. Milne, of Cortland, read a most able paper on "Self-Culture." We have no room for even a synopsis of it. It was discussed by Principal G. H. Stillwell, of Clyde, and Principal Slocum, of Corning.

Dr. Sheib read an eminently philosophical essay on "Relations of Theory and Practice." It was discussed by Professors Verrill and Kelly. The last exercise was a lecture by the Rev. Dr. Cowles, President of Elmira Female College.

On Friday evening the new president was introduced into office; the usual resolutions were adopted, and Dr. Cowles instructed the members by excellent drawings on large sheets of paper.

After transacting the necessary business the Association adjourned. Altogether it was an interesting and profitable session. President Barnes presided with dignity and ability. Few of the papers were too long and most of them were exceedingly practical. The five minute speeches, in which the speakers put many thoughts together or one large thought were most interesting. The program was rather too full, but the spirit of amiability pervaded.

Some things that ought to have been done were not done, and some things done had better not have been done, but altogether it marks an era in educational progress in the Empire State.

The following are the new officers: President, S. B. Ellis, Rochester; Vice-President, Miss Agnes E. DeMonde, Brooklyn; Charles E. Surdam, Port Washington; Principal B. G. Clapp, Oswego; Miss Martha Winne, Albany. Corresponding Secretary, Edward Danforth, Elmira. Recording Secretaries, A. W. Morehouse, Port Byron; W. H. Bigelow, Perrysburgh. Treasurer, J. H. Durkee, Sandy Hill.

NOTES.—The people of Elmira were very hospitable.—The fire department gave a fine exhibition on Thursday evening.—Prof. William Cramer and Miss Gussie Sears contributed excellent music.—Mrs. Sherwin recited Tennyson's "Bugle Song" in a most effective manner.—Prof. A. R. Horne presented the greetings of Penna. Teacher's Association.—Many went to Madison, Wis.

A Good excursion went to Watkin's Glen and Seneca Lake on Saturday.—The SCHOOL JOURNAL received many good words as the foremost exponent and advocate of the "New Education" in America.—The book-agents were quiet.—President Ellis was unanimously elected.

A roll of all the members of the Association should be preserved for future reference. We should know who comes and who stays away.

The meeting of this Association should be followed by a summer school of four weeks.

We cannot understand why so many members opposed making the Association a representative body. It is certain to become one sometime.

The flowers contributed by the ladies were both profuse and beautiful.

The brief outline of all the addresses and papers on our Associations can give no idea of their fullness or eloquence.

THE PENNSYLVANIA STATE TEACHERS' ASSOCIATION.

The association met July 8th, 9th, and 10th at Meadville.

Hon. Pierson Church delivered the address of welcome; Miss H. H. Brooks, and Deputy State Supt. Stewart replied.

A paper on "Education and Labor" by Prof. Samuel A. Baer, the president of the associations was read and discussed.

It was said that the educator should help the laborer by training his mind, heart and hand; that pupils should be taught that labor is honorable, by precept and example; that training schools are needed in our cities, and that the sciences should be taught in all our schools.

Hon. H. C. Hickok addressed the association on the history of education during the last fifty years in Pennsylvania.

Hon. J. P. Wickersham and State Supt. E. E. Higbee discussed the subject.

Supt. R. K. Buehrle of Lancaster, read a paper on the "New Education," which was discussed by several prominent gentlemen, most of whom favored its methods and principles.

Rev. A. D. Mayo, of Boston, Mass., gave an interesting address on "Education in the South." Col. George W. Bain lectured upon "Girls and Boys, Nice and Naughty; or the Pendulum of Life."

The following officers were elected for the ensuing year: President—Prof. John Morrow, of Allegheny; vice-presidents—J. O. Kraus, of Allentown, and Miss Lillian Welch, of Columbus; Secretary—J. P. McCaskey, of Lancaster; Treasurer—S. F. Hoge, of Tidicut; Ticket Agent—J. F. Seckle, of Germantown.

The teachers were treated to a free excursion to Coneaut Lake on Wednesday afternoon, and a grand banquet in the evening, by the citizens of Meadville.

The singing by specialists and the Titusville High School scholars added much to the pleasure of the occasion. The "chalk-talk" by Prof. George E. Little, was exceedingly entertaining and instructive.

On Friday, the 11th, the teachers went on a grand excursion to Chautauqua.

The association meets next year in Harrisburg.

For the SCHOOL JOURNAL.

SCHOOL SYSTEMS AND TEACHERS.

The Mayor of Brooklyn said that the teachers owed it to their profession and to the schools to enlarge their knowledge of the subject of education. We fear that this remark passed over the heads of many as generalization that required no personal application. But how many teachers of Brooklyn, or, indeed, of any city, can at a moment's notice give a layman any distinct idea of the Pestalozzian method of education? How many can demonstrate the difference between the objective and the subjective method of presenting subjects? How many can define the methods they use in their own instruction, and set forth the reason of their preference? How many can even name the faculties of the mind and point out what studies are useful for their development?—*Brooklyn Advance*.

[There is much sound sense here. While it must be said there has been an awakening in Brooklyn since Supt. Patterson assumed the purple, and that more educational papers have been called for, and more educational books purchased, yet there remains a solid body of those who do not see, and we doubt if they can be made to see, the relation of Theory to Practice. They pursue a certain routine that leads to the acquirement of certain facts; beyond that "their sober wishes never learn to stray." Some deny there is any "beyond" pointing to the course of study, and, above all, to the examination that is as sure to come as rent day and death. There are two things, then, to consider—a public opinion that demands such dead-and-alive teachers and the teachers themselves. While we have held that the teacher must be the first to create out of his "narrow past," we do consider also that the "system" has made these teachers what they are. Take New York City, for example; tell the teachers they must educate according to the principles that govern child growth; tell them also that the "examiner" will come in a day they look not for him, and that he will measure up the amount of knowledge the pupil has packed away in his memory, and what will result? The law of self preservation will govern; the teacher will prepare for the "examiner" and let the principles of education alone. Who is to blame, teacher or system?

Still, the way out of this muddle is plain; the teachers must meet, discuss and agitate. Boards of Education can be made to understand that there must be a limit to examination; that teaching cannot be measured by examinations, though instruction may be. The dignity and value of the teacher depends on fixing a relation between the principles of education and the practices of the school-room. The teacher must be able to say, "I teach thus because the principles of education point to such methods." Such teachers will "enlarge their knowledge of the subject of education." Thus it is a two-sided affair—but the teacher's side must move first.—Eds.]

It is a delicate point to conduct the recitation so as to draw out, to train, to discipline, to awaken curiosity, to excite inquiry and to develop discrimination and sound judgment so that the learner may cultivate independent thought—that is, to think for himself, to do for himself, and to have a mind and an opinion of his own, which will enable him to reason from particular facts to general truths, from the indefinite to the definite, from the concrete to the abstract, from the known to the unknown, from the simple to the complex, from the axiomatic to the theoretic, from the old to the new, from cause to effect, and from effect to cause.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

DRAWING LESSON. -VII.

Draw the following figure upon the board with a vertical line through the center. To lead the pupils to see the proportions ask: Where is the center of this urn? How does the width compare with the height? How does the width of bottom compare with height? What other part is of the same length? (mouth) What part of the height is the distance from 1 to 5? From 5 to top? From 7 to top? Compare the height of standard with height of urn. Compare length of line at top of standard with height of standard. What kind of curves are 8 and 9? How do they differ from 12 and 13? from 14 and 15? What is the distance between 12 and 13 at the narrowest point equal to? What kind of curves are 16 and 17?

Dictation.—Draw a vertical four inches long. Place a dot in the center. Number it 1, number the bottom of the vertical 2. Draw a horizontal half an inch in length to the left of 2. Continue half an inch to the right. An eighth of an inch above this line draw a parallel line same length; number this 3. Connect the two with a short vertical at the right; at the left, place a dot on the vertical half an inch above 2. Begin at a quarter of an inch to the left, and draw a horizontal half an inch long through the dot. Place a dot on the vertical one inch above 1; number it 5. Begin half an inch to the left, and draw a horizontal one inch long through the point 5. Draw a parallel to this an eighth of an inch below; number it 4. An eighth of an inch above 5 place a dot; number it 6. Begin one-fourth of an inch to the left of this and draw another parallel one-half an inch long, half-way between 6 and the top of the vertical place another dot; number it 7. Draw through it a horizontal same as 6. Begin at the top and draw a compound curve to right of 7, bending first to left and then to right. Draw a corresponding curve at left of 7. From right of 7 draw a left curve to right of 6; from left a corresponding one. From right of 4 draw a deep left curve to right of 1; from the left a corresponding one. From right of 1 a slight right curve to top of standard. Continue with an opposite one to right of 3. From the left corresponding ones. The accompanying figure may be treated in a similar way at subsequent lessons.



For the SCHOOL JOURNAL.

FOR THE BOTANY CLASS.

Families to study in July: The Pink, Mallow, Parsley, Pulse, and Evening Primrose families.

THE PINK FAMILY. (*Caryophyllaceae*.) Characteristics: Leaves opposite, entire; flowers symmetrical, corolla, 4-5 parted; stamens distinct, no more than twice as many as sepals, seeds attached to the base or the central column of the pod. Members to be found in July: Pinks, Soapwort (large, rose-colored flowers on roadsides, petals with an appendage at top of claw, the juice forms a lather with water). Cow-herb, Catch-fly, Cockle (a weed common in wheat fields, flower purple red), Sandwort, Chickweed or Starwort (flowers white, petals 4-5 deeply 2 cleft), Mouse-Ear, Sand-Spurrey.

MALLOW FAMILY. (*Malvaceae*.) Characteristics: Leaves alternate, stipulate; flowers regular; sepals five united at base; stamens numerous, united by their filaments in a column, united at base with the short claws of the petals, seeds kidney shaped.

Members: Marsh, Common, Glade, Rose, False, and Indian Mallow.

PARSLEY FAMILY. (*Umbelliferae*.) Characteristics: Flowers small in umbels (rarely in heads); Calyx adherent to ovary; petals four; leaves alternate, mostly compound, usually sheathing or expanded at base; stamens five inserted on the disk that crowns the ovary; fruit two dry, seed-like carpels. Members: Carrot, Parsnip, Parsley, Water Pennywort, Black Snakeroot, and Poison Hemlock.

PULSE FAMILY. (*Leguminosae*.) Characteristics: Flowers papilionaceous (with wings resembling a butterfly, as pea and bean blossoms), sometimes regular; pistil single, simple and free, becoming a pod in fruit; leaves alternate with stipules, usually compound. Members: Bean, Pea, Clover, Marsh Vetchling, Wild Senna, Water Locust, Pencil Flower.

EVENING PRIMROSE. (*Onagraceae*.) Characteristics: Flowers perfect and symmetrical; calyx tube adhering to ovary; stamens as many or twice as many as the petals or sepals; sepals inserted on summit of calyx tube; style single, slender, pollen grains often connected by cobwebby threads. Members: Enchanter's Nightshade, Willow-herb, Evening Primrose, Water Purslane.

General Plan of Lessons: Select a few specimens of the family to be studied; have pupils compare leading specimen with such other flowers as will best show the characteristics of the family to be studied. Let them group the present members of the family and search for others. Indicate the places where they are likely to be found. When several are found and named, let a written description of the family be given by the pupils.

NOTE:—The families include many other species, most of which appeared in June.

For the SCHOOL JOURNAL.

BLACKBOARD ANALYSIS OF PLANTS.

BY MARY E. KENT.

Kingdom.	1. Vegetable.
Duration of life.	1. Annuals. 2. Biennials. 3. Perennials.
Distribution.	1. In temperate zones. 2. In hot zones. 3. In cold zones.
Forms.	1. Trees. 2. Shrubs. 3. Herbs. 4. Ferns. 5. Mosses. 6. Vines. 8. Grasses. 7. Fungi.
Things necessary to life of plants.	1. Air. 2. Heat. 3. Light. 4. Water. 5. Earthy matter in some form. Exceptions to the requirements. { a. Red-snow plant. b. Fungi.
Division of labor	1. Is carried on by parts called organs. a. Root. b. Stem. c. Leaves. d. Flower. e. Fruit. f. Seed.
Function of organs.	1. Nourishment. 2. Reproduction.
Plants are nourished.	1. Root. 2. Leaves.
Reproduction takes place.	1. By seeds. 2. By buds that grow and separate into independent plants.
Food.	1. Liquid. 2. Gases.
Periods of organism.	1. Germ. 2. Youth. 3. Maturity. 4. Old Age.
Tissue.	1. Minute bags called cells. 2. Tubes called vessels.

Chemical constituents.

1. Water.
2. Carbon.
3. Varying quantities of mineral substance.
4. Green coloring matter (chlorophyll).

Primary divisions.

1. Sub-kingdoms.
2. Classes.
3. Orders.
4. Genera.
5. Species.

Uses.

1. To purify the air.
2. To provide the animal kingdom with food, and often with shelter.
3. To protect the surface of the earth from being too much scorched by the sun's rays by day, and too rapidly cooled by radiations at night.
4. To prevent the too rapid evaporation of the rain-fall.
5. To supply man with
 - a. Food.
 - b. Clothing.
 - c. Fuel.
 - d. Medicine.
 - e. Material for art.

For the SCHOOL JOURNAL.

READING LESSONS.

These stanzas from Horace Smith's classic "Hymn to the Flowers," furnish material for several valuable reading lessons. The following treatment of the first stanza will suggest a method of studying the others.

Day-stars! that ope your eyes with morn to twinkle
From rainbow galaxies of earth's creation,
And dewdrops on her lovely altars sprinkle
As a libation!

Ye matin worshippers! who, bending lowly
Before the uprisen sun, God's lidless eye,
Throw from your chalices a sweet and holy
Incense on high!

Ye bright mosaics! that with storied beauty
The floor of Nature's temple tessellate,
What numerous emblems of instructive duty
Your forms create!

'Neath cloistered boughs each floral bell that swingeth,
And tolls its perfume on the passing air,
Makes Sabbath in the fields, and ever ringeth
A call to prayer!

Your voiceless lips, O flowers, are living preachers,
Each cup a pulpit, and each leaf a book,
Supplying to my fancy numerous teachers
From loneliest nook!

In the sweet-scented pictures, heavenly Artist,
With which thou paintest Nature's wide-spread hall,
What a delightful lesson thou impartest
Of love to all!

Not useless are ye, flowers! though made for pleasure,
Blooming o'er fields and wave by day and night,
From every source your sanction bids me treasure
Harmless delight!

Posthumous glories! angel-like collection!
Upraised from seed or bulb interred in earth,
Ye are to me a type of resurrection
And second birth.

Write the first stanza on the board. Ask: Why does the writer call the flowers "day-star?" What does he mean by "ope your eyes?" At what time of the day do the stars make their first appearance? What contrast in the flowers? What does the word "galaxy" mean? What is meant here by the "galaxies of earth's creation?" Why are they called "rainbow" galaxies? Why not say shine, sparkle or blossom instead of twinkle? In your own words express the thought of the first two lines in the form of a comparison. Express it as given. What word does "her" stand in place of? What is an "altar?" a "libation?" What is meant by "her lovely altars?" What two things do the flowers open their eyes to do? What do you suppose made the writer think of dewdrops as gifts or offerings. Express in your own words the second act of the flowers. What do you think of this thought? Would we have been as well pleased if the writer had said "the dew in the flowers drops to the ground?" Why? When inanimate things

are described as acting or thinking they are said to be personified. What is personified in this poem? Why? Do people build altars and offer gifts upon them now? Name the people who have worshipped in this way? Whom did the Hebrews worship? What did the Greek worship? What gifts were offered upon the altars?

Let each pupil read the stanza. Ask each to write out and bring to the next recitation thoughts found in it, expressed in his own words. Let as many as choose commit it to memory and repeat at the following recitation.

NOTE.—Instead of asking the last questions, the teacher may the day previous to this lesson, ask the class to find out all they can about altars—by whom used, for what purpose, and what ceremonies were connected with them.

For the SCHOOL JOURNAL.

A LESSON IN ARITHMETIC.

Supt. Sanford, of Middletown, N. Y., recently gave a class exercise in decimals before the Westchester County Institute. A class was chosen from the Sing Sing schools, which had studied fractions but not decimals. Prof. S—, writes $\frac{1}{10}$, class reads. He again writes $\frac{1}{10}$, class reads. He now says there is another way to write one-tenth, and writes .01. Class reads both. He explains that the denominator of the decimal is the same as in the common fraction, and shows the use of the decimal point. He writes $\frac{2}{10}$ = .2, and the scholars read both. He then writes $\frac{9}{10}$, and asks the scholar to write it. First scholar writes 9; class says it is wrong; another writes .9, and is commended. Prof. S. writes $\frac{11}{10}$, and after the scholars read it he tells the story of the king's fool who made a check for £10 read £100 by adding a cipher, which the king had told him was not worth anything when he saw a long row of ciphers on his slate. Thus he draws from the class that it makes a difference where he puts the cipher. He compares 01 with 10, and afterward shows the necessity of keeping the proper number of places in the decimal, and draws from the class that the ciphers may be used to fill up if put before or at the left of the number representing the numerator. He now asks what scholar can write $\frac{11}{10}$ the new way. The first boy writes .10, and the class objects. The next one writes it correctly .01. Now follows an exercise in reading and writing in order; $\frac{1}{10}$ = .03, $\frac{1}{10}$ = .06, and $\frac{1}{10}$. Calling attention to the fact that there are already two places, he asks one scholar to write it, which he does correctly .19. Now he writes $\frac{19}{10}$, and asks how many ciphers. Ans. Three. "Then how many ciphers must we add to make it right?" Ans. Two; and it is written .001. Then follows the reading and writing of $\frac{11}{10}$ = .018, $\frac{11}{10}$ = .075, $\frac{19}{10}$ = .198. No difficulty is met with in all this.

"When we have three figures, what do we say for the denominator?" Ans. "Thousandths." "When we have four figures?" Ans. "Tens of thousandths." Prof. S. objects to the use of "of," and asks to have it called ten thousandths. He writes $\frac{16}{1000}$; scholars read. He then writes 16, holding his finger in place for decimal point; scholars read sixteen-hundredths. He puts another cipher, holding his finger to left of it; scholars read sixteen-thousandths, and call for another cipher, and that is enough. They read sixteen ten-thousandths.

In the same way the scholars are taught to read and write decimals with a denominator of hundred-billionths, and by comparing with the whole number, used separately even such as .001, 00.019 were successfully and correctly read. The numerating was uniformly done from the point, and in periods as thousandths, millionths billionths, hundred-billionths.

Some points were noticeable and important. Prof. S. would not repeat a single answer given by a scholar, but when necessary asked the scholar to repeat louder. He developed as much as possible by adroit questioning, but when necessary told arbitrarily and without explanation what must be done and how. He taught the use of the decimal point, and incidentally the name, but did not attempt to explain why it is so used. He impressed on the minds by a story, the important truth or

principle that the importance of the cipher depends on its position. The work was done in a spirited, lively way, and considering the fact that two or three lesson exercises were shown in one, it was brief.

FACTS FOR THE GEOGRAPHY CLASS.

VENETIAN STREETS.—The curious narrow ways which lead up to some of the best houses make it almost impossible for a stranger to find his road to them on foot, as the narrow alleys twist and turn in the most confusing manner. Neither is the fashion of numbering the houses conducive to ease in finding any given address, as the whole of each parish is numbered through from beginning to end, without any reference to the names of the streets.

THE Great Dismal Swamp of Virginia is estimated to contain 14,000 acres, valued at \$36,000. The geology of the swamp is: First, a stratum of peat or vegetable matter from 10 to 15 per cent. deep; next, two feet of yellow clay; then four to five feet of blue clay, and, finally a bottom of quicksand.

UPON a mountain hanging over the Straits of Magellan a barrel is hung by a heavy chain swinging there. That is a post-office! There is no postmaster to deliver the mails, and no postman unlocks it; in fact, it has no key. Ships coming along that way stop and fish out packages of letters that have been dropped therein, take those that go their way, and leave a package to go another way, and some day a ship comes along, finds that package, and sails away. And the barrel swings, doing its duty without being watched or tended.

ONE of the hottest regions of the earth is along the Persian Gulf, where little or no rain falls. At Bahrin the arid shore has no fresh water, yet a comparatively numerous population contrives to live there, thanks to the copious springs which burst forth from the bottom of the sea. The fresh water is got by diving. The diver, sitting in his boat, winds a great goat-skin bag around his left arm, the hand grasping his mouth; then he takes in his hand a heavy stone, to which is attached a strong line, and thus equipped he plunges in and quickly reaches the bottom. Instantly opening the bag over the strong jet of fresh water, he springs up the ascending current, at the same time closing the bag, and is helped on board. The stone is then hauled up, and the diver, after taking breath, plunges in again. The source of these copious submarine springs is thought to be in the green hills of Osman, some 500 or 600 miles distant.

A DUTCH LANDSCAPE.—The great feature of a Dutch landscape is the windmills. They are the greatest friend of the native. They grind corn, drain land, chop tobacco, make paper, saw lumber, beat hemp, etc. Even the wind in Holland must pay toll. Land is sold by the square inch, and water by the acre. The square low-pitched houses under a four-sided, pyramid-shaped roof are frequently covered with turf cut in fanciful shapes to reveal the bright tiles beneath. These are Dutch farm-houses, surrounded by dykes; a few tall trunk trees, a windmill or two, a church steeple sharply defined against the delf-like sky, dot the landscape. Fine cattle graze in the boundless meadows, which are never fenced save by dykes. At a distance these houses look very much like the Pyramids of Egypt. The cleanliness is something to be dreaded. Not only the sidewalks, but the children's faces, are being constantly scrubbed and deluged with water.

THE RIVERS OF SIBERIA.—No country in the world, except perhaps the valleys of the Amazon and the Mississippi, has such a perfect system of water communication as Siberia. The Lena is the third great river in Asia. It flows for 2,500 miles, draining a region of 800,000 square miles. The Obi is still longer. It flows for 3,000 miles, draining an area of 1,300,000 square miles—1,900 miles long and 1,200 miles across a country only inferior to that through which roll the Amazon and La Plata in South America. But the Yenesei is the river to

which in future most commerce will resort, for though rather less than the Obi, and farther to the east, it is more easily reached from Europe. It rises among the hills on the confines of China, and after coursing through half of Asia, falls into the Arctic Ocean, 2,000 miles away. All of these rivers are navigable even for large vessels, and their valleys are rich in wheat, minerals, cattle, timber, fish and other products.

A LESSON ON THE WIND.

"Where does rain come from? What moves the clouds which bring us rain?" *The wind.*—"Have you ever thrown a bit of paper on a feather up in the air in the play-ground? Where does it go? What carries it away?" *The wind.*—"Here are some bits of paper on the table; I will fan them with this sheet of paper. What has moved them?" *The air.*—"How did I make the air move? When you fan yourself what is moving against your face?" *The air.*—"We can move very little air with a fan; but when we are out of doors we often feel all the air moving—blowing against our faces. What do we call this moving air?" *Wind.*

"How can we tell when the air is moving? Suppose the wind makes you feel cold, what do you call it?" *A cold wind.*—"Suppose it blows very gently, so that you can hardly feel it, what do you call it?" *A gentle wind.*—"What part of the tree does a gentle wind move?" *The leaves.*—"What does a strong, hard wind do to the tree? Sometimes the wind blows very hard, so hard that little children are nearly blown over, and branches are broken from the trees; what do we call a wind like this?" *A storm.*—"Yes; we call it a storm of wind."—*The London Schoolmaster.*

HINTS.—Geography may be made interesting by having the pupils draw a map of the country of which they are studying, placing the names of the mountains, bays, lakes, rivers, capes, cities, and towns thereon, and then by having them on a separate slip of paper, sketch a picture of some of the native animals and plants.

Penmanship should not be taught in country schools by analysis and application of principles, but by carefully copying a perfect model, either from memory or otherwise.

Spelling exercises should be in writing.

Physical and moral training should be taught by "flank movement;" intellectual, by direct and constant attack.

The teacher should do his best to reach and teach the idiotic pupils so long as they are permitted to attend his school.

The teacher should spend twenty-four hours in preparation for the duties of school.

The teacher teaches more by example than by precept.

Motto.—"Teachers should be what they desire their pupils to become."

CURIOSITIES OF FIGURES.—Here is a curiosity for little students. The multiplication of 987654321 by 45 gives 44,444,444,445. Reversing the order of the digits, and multiplying 123456789 by 45 we get a result equally curious, 5,555,555,505. If we take 123456789 as the multiplicand, and interchanging the figure of 45, take 54 as the multiplier, we obtain another remarkable product, 6,666,666,606. Returning to the multiplicand first used, 987654321, and taking 54 as the multiplier again, we get 53,353,353,354, all threes except the first and last figures, which read together 54, the multiplier. Taking the same multiplicand and using 27, the half of 54, as the multiplier, we get a product of 26,666,666,667, all sixes except the first and last figures, which read together give 27, the multiplier. Next interchanging the figure in the number 27, and using 72 as the multiplier with 987654321 as the multiplicand, we obtain a product of 71,111,111,112, all ones except the first and last figures, which read together give 72, the multiplier.

To allow the clothing to dry upon you, unless by keeping up vigorous exercise until thoroughly dried, is suicidal.

FOR THE SCHOLARS.

GOOD NIGHT AND GOOD MORNING.

(RECITATION FOR A LITTLE GIRL.)

A fair little girl sat under a tree,
Sewing, as long as her eyes could see;
Then she smoothed her work and folded it right,
And said, "Dear work, good night, good night!"
Such a number of rooks flew over her head,
Crying, "Caw! caw!" on their way to bed;
She said, as she watched their curious flight,
"Little black things, good night, good night!"
The horses neighed, and the oxen lowed,
The sheep's bleat! bleat! came over the road,
All seeming to say, with a quiet delight,
"Good little girl, good night, good night!"
She did not say to the sun, "Good night!"
Though she saw him there, like a ball of light;
For she knew, he had God's time to keep
All over the world, and never could sleep.
The tall pink fox-glove bowed his head,
The violets curtsied and went to bed;
And good little Lucy tied up her hair,
And said, on her knees, her favorite prayer.
And, while on her pillow she softly lay,
She knew nothing more, till again it was day;
And all things said to the beautiful sun,
"Good morning! good morning! our work is begun!"
—LORD HOUGHTON.

A BOY'S COMFORTS.

(RECITATION FOR A BOY.)

A boy don't have much comfort in life anyway when the grown folks begin to get after him! A boy has an awful lot of work to do. There is going errands—that's about the hardest and longest job in the world. It's astonishing the time it takes to go an errand. Now, when I'm sent to the neighbors for yeast, it seems as though it would take all day. I can't exactly explain it, but there are such a lot of things coming up in the way all the time. First there's a chippe on the telegraph wire, sometimes I pick up nearly a ton of stones to throw at a chippe, but he won't fly away. Seems as he was stuffed, and glued on, he stays and stays there, and I can't hit him. Of course that takes time. Then if another fellow goes with me that takes more time. Did you ever notice it takes two boys longer to go an errand than it does one. That's because two boys see more things to stop for than one does.

My mother says she wishes I would find some way to get over the ground quicker, so I've been trying to find a way and I think I've found it. Do you know how to make a "cart-wheel?" Well, I won't show you here, but you just go along with hands and feet over and over sideways like a wheel. I'm getting it down fine so I can go pretty fast, and beat Tommy Jones all to pieces; it's fun too, I tell you. Nothing for a boy like combining business and pleasure; for a boy don't have many comforts.

A BOY'S SERMON.

FOR DECLAMATION.

Let me preach you a little sermon my fellow boys. You know it is easier to preach than to practice, so I preach. My subject is "Examine Yourself." 1. Get away from a crowd a little while every day. Stand to one side and let the world run by while you get acquainted with yourself and see what kind of a fellow you are. Ask yourself hard questions about yourself. Find out all you can about yourself. 2. See if you are really the kind of boy people say you are. Find out if you are always honest; if you always tell the square truth. If your life is as good and upright at eleven o'clock at night, provided you are awake, as it is at noon; if you are as sound a temperance boy on a flashing excursion as you are in Sunday-school; if you are as good a boy when you go to the city as you are at home; if, in short, you are the sort of a young man your father hopes you are; your mother says you are; your sweetheart believes you are. 3. Get on intimate terms with yourself, my boy; and believe me, every time you come out from these private interviews you will be a stronger, better, and purer man. Finally, don't forget this, and it will do you good.

The Chief of the Parisian Police reports that within a half year his men have proved their courage by making 167 dangerous arrests, stopping 219 runaway horses, saving 15 persons from drowning, 9 in danger of death from fire, and 15 from mad dogs, and preventing 45 conflagrations from extending.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

SELF-CONQUEST is the greatest of victories.—PLATO.

WISDOM is often nearer when we stoop than when we soar.—WORDSWORTH.

To be trusted is a greater compliment than to be loved.—GEORGE MACDONALD.

VICE stings us even in our pleasure, but virtue consoles us even in our pains.—C. C. COLTON.

As sure as ever God puts his children in the furnace, he will be in the furnace with them.—SPURGEON.

TRIALS teach us what we are; they dig up the soil, and let us see what we are made of.—SPURGEON.

O TRUTH is easy, and the light shines clear
In hearts kept open, honest and sincere!
—ABRAHAM COLES.

At every trifle scorn to take offence—
That always shows great pride or little sense.
—POPE.

DEFER not till to-morrow to be wise,
To-morrow's sun on thee may never rise.
—CONGREVE.

A VIRTUOUS deed should never be delayed,
The impulse comes from Heav'n and he who strives
A moment to repress it, disobeys
The good within his mind. —ALEXANDER DOW.

NEWS OF THE WEEK.

July 8th.—Gen. Yglesias has resigned the presidency of Peru.—Democratic National Convention met at Chicago.—New York Prohibition Convention met at Albany.

July 9th.—The troops and population are evacuating Dongola. July 10th.—Cholera is increasing in Toulon and Marseilles.—The French captured a town in China.

July 11th.—The Democratic Convention nominated Grover Cleveland for President and Thomas A. Hendricks, Vice-president.

July 12th.—The application for the extradition of John C. Eno was denied.—Operations for the relief of Khartoum are to begin in September.—There is trouble between the House of Lords and the House of Commons over the Franchise bill.

July 13th.—There is much excitement over a new oil well near Titusville, Pa.

July 14th.—66 deaths from cholera in 24 hours at Marseilles.—Fully 1,000 visitors arrived at Madison, Wis.; 3,000 more expected to-morrow.

INTERESTING FACTS.

ASTRONOMERS are making star maps by photography.

A MR. MASON, of South Carolina, has invented a machine for picking cotton.

PEACE has been made between Chili and Bolivia. Bolivia surrenders to Chili a good deal of valuable nitrate lands and her sea coast.

THE oak is preyed on by some 230 kinds of insects; the elm by 47; the pine by 110; the willow by 99, the maple by 30; but the uttermost receives the attentions of only about 20.

YELLOW fever may be propagated by the sting of a mosquito says Dr. Carlos Findlay, of Havana, who has examined with a microscope the sting of one that had just bitten a yellow fever victim.

CAPITALISTS on the Pacific coast are endeavoring to form a company to construct a railway to the extremity of Alaska, where cars could be ferried 45 miles across Behring Strait, to connect with the Russian railway system.

A FRENCH officer has invented a device to save life from fire. It can readily be attached to every kind of belt used in gymnastic exercises, and furnished further with a cord, the person thus equipped can lower himself with any speed desired.

UNDERGROUND water courses can be found by means of the micro-telephone. The instruments are buried in the soil on a hillside and connected with a battery and telephone. By listening at night, the faintest murmur of flowing water can be detected.

THE summer's sport at Block Island is swordfishing. Frequently the game shows fight, and in such cases the excitement is intense. The swordfish caught in those waters weigh from 200 to 500 pounds, and the swords are from two to three feet in length.

IN the mint at San Francisco fifty women are employed, at a salary of \$2.75 per day, to weigh the gold and silver after it has been rolled, annealed, cut and washed. They are known as adjusters. Each piece should weigh 412 1-2 grains for a silver dollar to be up to the standard. If a coin is found to be too light, it is condemned, and must be re-melted; if too heavy, it is filed to its proper weight.

EDUCATIONAL NOTES.

Our subscribers will confer a favor and add to the interest of this paper by sending us fresh items of educational news.

NEW YORK CITY.

The New York Seminary for the training of Kindergartners, with Model Kindergarten and Elementary Classes, of Prof. John Kraus and Mrs. Kraus-Boelte, 7 East Twenty-second street, closed last Thursday its twelfth annual course. The following twenty-two ladies received diplomas, viz.: Heloise Thibault, Richmond, Va.; Mary Beckwith, Massachusetts; Beatrice Sands, Connecticut; Clara Maxwell, New Jersey; Frances Morgan, Salt Lake City; Melanie Riepe, Minnesota; Adelaide Durard, Cuba; Lucy Baldwin, Pennsylvania; Alice Ball, New York; Agnes Donaldson, New York; Hattie Knapp, New York; Mary French, Iowa; Hannah Hagell, England; Virginia White, New Jersey; Lizzie Shepard, New York; Emma Raymond, New York; Carrie Still, New York; Ivahanna Schmidt, New York; Frederika Daye, Ireland; Mina Rey, Hanover, Prussia; Elena Richter, Petersburg, Russia; Helenka Granbarth, Vienna, Austria. It deserves to be mentioned that during the last twelve years over 300 ladies—among them also Sisters of Charity and other devoted women—have availed themselves of the opportunities in training which this seminary has offered and held its diploma. Not all have, however, chosen the Kindergarten vocation, but partly sought the pedagogical training for their own accomplishment; others to utilize the same, either in the school or at home; others to qualify themselves to conduct asylums. Well may it be said that those who have watched the progress of pupils in the Normal Training School of Prof. Kraus and Mrs. Kraus-Boelte in New York, and with thoughtful appreciation have listened to their thesis, and examined their mathematical, geometrical, and art constructions, have gone away convinced that, as a post-graduate course, for either professional, material, or personal objects, there is nothing comparable to it offered for women. Similarly has Dr. Barnard, the ex-Commissioner of Education, expressed himself, in reviewing Mrs. Kraus-Boelte's Personal Reminiscences of Kindergarten work, and the establishment in the City of New York: "In the development of this veritable Froebelian Institute, Prof. Kraus and Mrs. Kraus-Boelte have worked in full accord against difficulties and hindrances, which would have appalled spirits less determined, and against the strongest temptations to lower the standard of qualifications in natural endowments and special knowledge for all candidates for their diplomas. . . . Prof. John Kraus is a disciple of the Pestalozzi-Diesterweg-Froebel school, according to the rational sense of the term, and one of the first propagators of the Kindergarten in this country; Mrs. Kraus-Boelte comes directly to us from the founder of the system; her ideal of trained Kindergarten teachers is so high, and inspires her pupils with such a standard, and at the same time with such modesty and ardor to improve, that to have her certificate is a guarantee of excellence. It is worthy of note, that on account of the successful and faithful work of Mr. and Mrs. Kraus, for the promotion of the Kindergarten cause in America in general, and their excellent guide in particular, they have been received as honorary members of the "Universal Educational Union" at Dresden, which is the most important and most advanced of all educational associations in Germany. It has been tersely said by a competent critic of their work: "It is the highly-blessed work of a happy couple who have devoted heart and soul to the noble task. You need only see Mr. and Mrs. Kraus to feel that you are in the presence of two persons born for such work as Providence has committed to their heads."

NEW YORK STATE.

The State Teachers' Association met at Elmira, July 9th, 10th and 11th, 1884. President, Charles T. Barnes, Little Falls, N. Y.; Vice-Presidents: J. W. Kimball, Jared Barhite, Miss Frances A. Tefft, Charles E. Snyder; Corresponding Secretary, Peter E. Tarpey, N. Y.; Recording Secretary, A. W. Morehouse, Port Byron; Treasurer, J. H. Durkee, Sandy Hill. Program, Wednesday evening: Address of Welcome, Hon. Henry Flood, M.D., Mayor of Elmira. Response, Hon. James E. Morrison, Dep. Supt. Public Instruction, Albany. Thursday morning, 9 A. M.: "The Condition of Education." Report of Standing Committee: Prof. Eugene Bouton, Albany; Prof. James Johnnot, Princeton, N. J.; Dr. John H. French, Rochester; Prof. Francis P. Lantry, Manlius. "Our Schools Wholly a State Charge," Commissioner J. L. Lusk, Binghamton. Discussion, Prof. T. B. Stowell, Ph.D., Cortland; Com. Edward Wait, Lansingburgh; Supt. H. R. Sanford, Middletown; Prin. James Winne, Canastota. Thursday afternoon, 2 P. M.: "The Imagination, its Practical Importance, its Cultivation in the School and in the Home." Prof. A. H. Dundon, New York Normal College. Discussion, Prin. Eliot R. Payson, Binghamton; Supt. Edward Smith, Syracuse; Prin. C. V. Parsell, Fort Plain. "Methods in Geography," Supt. S. A. Ellis, Rochester. Discussion, Prof. Francis P. Lantry, Manlius; Supt. L. C. Foster, Ithaca; Com. J. J. Crandall, Salamanca; Prin. J. E. Masee, Sandy Creek. Thursday evening, 7:30 P. M.: "Necrology," Report of Standing Committee. C. W. Bardeen, Syracuse; A. M. Kellogg, New York; Prin. N. N. Bull, Oneonta; Prin. Jared Barhite, Saratoga; Supt. S. G. Love, Jamestown. Address, Chancellor C. N. Sims, D.D., Syracuse University. Friday morning: "Improved Methods of Education," Miss Elizabeth Richardson, Fredonia. Discussion, opened by Prin. W. J. Milne, LL.D., Genesee; Prof. T. B. Stowell, Ph.D., Cortland. Paper: "Academic Education in This State One Hundred Years Ago," Noah T. Clark, Ph.D., Canandaigua. "Educational Humbugs," Prin. Jerome Allen, Ph.D., St. Cloud, Minn.

Discussions, Supt. A. McMillan, Utica; Com. C. W. Wasson, Friendship; Com. G. F. Crumby, Little Falls; Prin. O. C. Harrington, Utica, Friday afternoon, 3 P. M.: "Self-Culture," Prof. James M. Milne, Cortland, Discussion, Prin. G. H. Stowell, Lisle; Prin. Zach. Taylor, Rochester; Prin. O. R. Willis, Ph.D., White Plains; Prin. Fred. Wright, Waterville. "Relation of Theory and Practice," Edward E. Sheib, Ph.D., Baltimore, Md. Discussion, Hon. W. B. Ruggles, Albany; Secretary David Murray, LL.D., Albany; Prin. L. D. Miller, Bath; Prin. C. H. Verrill, Ph.D., Franklin; Prin. Leigh. R. Hunt, Little Falls, Friday evening, 7:30 P. M.: Address "The Relation of Art to Education," Rev. A. W. Cowles, D.D., Elmira.

ELSEWHERE.

VERMONT.—Prof. A. H. Campbell, of Mass., has been appointed Principal of Johnson Normal School.

RHODE ISLAND.—Mr. S. W. K. Allen has been elected Supt. of East Greenwich schools; Rev. W. A. Briggs, Supt. of Warwick schools; Mr. D. Tingley, of Central Falls, principal of a school in Gloucester.

VIRGINIA.—The Summer Peabody Institute will be held, one at Whyteville, July 15th—August 12th, conducted by Prof. E. V. De Graff and Prof. W. B. McGilroy; one at Harrisonburg, July 22d—Aug. 19th, Prof. M. A. Newell, Prof. J. G. Swarty, and a lady from Baltimore; and one at Farmville, Aug. 4th to Sept. 1st, Prof. H. P. and Mrs. Montgomery, of Washington, D. C.

Mrs. Nellie McL. Thompson has been appointed Principal of Evening School No. 39, for the coming year.

SOUTH CAROLINA.—The State Normal Institute for Colored Teachers opened at Orangeburg, July 2d. After address by Col. Coward, State Supt. of Education, Prof. S. R. Mellichamp, and others, the Institute was formally organized, with H. P. Montgomery, Supt. of Public Schools, Washington, D. C., Principal; Prof. W. L. Bulkeley, of Claflin, Secretary; with the faculty as follows: Prof. H. P. Montgomery, pedagogics and history; Prof. Jas. S. Heyward, of Claflin College, natural philosophy; Prof. W. S. Montgomery, Washington, D. C., mathematics; Mrs. H. P. Montgomery, languages and sound spelling; Miss M. E. Gibbs, Washington, D. C., music and model school; M. L. Washington, Washington, D. C., drawing, map drawing.

NORTH CAROLINA.—The Lincoln County Teachers' Institute will be held at Lincolnton, beginning August 18th and continuing two weeks. Among the instructors are Prof. T. J. Mitchell, Supt. Charlotte Graded Schools, and Rev. L. A. Bikle, Prin. Ironton High School.—D. Matt. Thompson, Supt. of Lincoln county, will spend July and part of August in Indiana, Illinois and Wisconsin in studying Methods of Teaching, School Management, Institute work, etc. He will attend the National Educational Association of Teachers at Madison, Wis., and will spend some time at Norman Park, Ill.—The next scholastic year of the Lincoln Graded and High School begins the first Tuesday in September, 1884, and ends the last Thursday in May, 1885. The first term closes December 19th. Second term begins January 8th.—The Guilford County Institute, for white teachers, will be held at Greensboro, July 21, 1884; Conductor, Prof. Martin Holt, of Oak Ridge Institute. The Colored Teachers' Institute will be held August 11th, Prof. E. Moore, of Zion Wesley Institute, Conductor. will have charge of the Institute for Colored Teachers.

PENNSYLVANIA.—J. D. Goodwin has been re-elected at Utica.—Professor John Mitchell is President of Westminster College *pro tem*.—Mr. S. C. Humes is to be principal of Venango schools.—S. S. Roth has been chosen principal of the Normal Academy at Zelenople.—The American Association for the advancement of Science meets at Philadelphia, Sept. 4th to 10th.—Mr. O'Brien, of Crafton, West Va., goes to Allegheny.—Prof. J. C. Williams, of Curry Institute, has received the degree of LL.D. from Lafayette College.—Rev. Dr. A. B. Hyde, Professor of Hebrew and Biblical Literature of Allegheny College, has sent in his resignation.—John D. Anderson, of the Wilkesburg school, goes to Allegheny, in place of J. F. McClymonds, resigned.—Miss Anna Adams, of Cochran schools, has been elected to a position in Pittsburgh.—T. D. Sensor, of Conneautville schools, has resigned to accept the principalship of Millville, N. J. schools. W. M. Swingle, a graduate of Thiel College, takes his place at Conneautville.—Prof. Leib has been re-elected principal at Bellefonte and C. E. Shaffer, of Lycoming county, assistant principal.—D. O. Eters, of State College, was elected head teacher of the High School.

TEXAS.—W. D. Love has a very pleasant school at Kribbe. He started a little over a year ago with seven pupils and now has fifty in attendance. The music class is conducted by Miss Mary Hitchcock, of Caldwell.—The principal of the Galveston High School, H. Lee Sellers, is a distinguished graduate of Washington and Lee University, and was assistant at the admirable McDonough School, near Baltimore, conducted by Colonel Wm. Allen. He is an earnest advocate of the "New Education," and has achieved remarkable results with his classes.—The Burnet Summer Normal Institute will be conducted by Miss Etta Sublett.—The Bertram School has opened under the management of Miss Belle Sinclair.—The Waco Business College, under the management of R. H. Hill and two assistants, has an enrollment of sixty students.—The Sam Houston Normal School closed its fifth session, June 28th. The graduating class numbered over 100.—T. S. Sligh is superintendent of the Mineola Schools, Wood county; received his degree of A.M. at Homer College, Homer, La. He had charge of the Homer Masonic Female Institute from 1874 to 1884.

IOWA.—The Polk County Normal Institute at Drake University, Des Moines, commences August 11th, and closes August 29th. Instructors, J. W. Wolf, J. C.

Armentrout, Prof. Sheppard, H. Martin, and County Superintendent, Miss Lydia A. Berger will have charge of the primary work. Lecturer, Leigh Hunt.—The Normal Institute of Jefferson county will convene at Fairfield, July 28th, to continue four weeks. Prof. O. C. Scott, of Oskaloosa, will conduct it.—Prof. S. A. Harper, who has been principal of the schools at Waukon for three years, has resigned his position, and will go to Florida for his health.—A joint association of the teachers of Howard and Mitchell counties was held at Riceville, June 13th and 14th. Prof. J. W. Hardin, of the Osage public schools, delivered a very able lecture on "The Relation of the Teacher to School Boards and the General Public." "Botany in the Public Schools," by Miss Cora Davis; "Literature," by Miss Roba Hoag; "Drawing," by Miss Theodosia Bennett; essay, "The Bright Side of a Teacher's Life," by Miss Isabel Kimball; class exercises, spelling, by Supt. Kellow, of Howard county; "Words," by Supt. Chandler, of Mitchell county; essay, "Educated Observers," Miss Ada Thornton; essay, Miss Della Pigory; "Life of Bryant," Mrs. R. C. Barrett; "Circulation of the Blood," Miss Annie Foster; and "The Use and Abuse of Maps and Blackboards," by R. C. Barrett, constituted the program.

INDIANA.—T. B. Swartz will remain at Elkhart; G. W. Bell at Monrovia; Jas. Du Shane at South Bend; G. C. Manning at Peru; D. W. Thomas at Wabash; J. W. Hanan at Orlando; and B. J. Boyne at La Grange.—E. A. Bryan is president of Vincennes University.—Hon. E. E. White is president of the National Council of Education.—T. V. Dodd has been elected Supt. of the Lawrenceburg schools.—H. B. Bryant is conducting a reliable business college in Indianapolis.—Daily Martin has resigned the principalship at Worthington, and taken charge at Carthage. B. A. Hinsdale has been re-elected Supt. of the Cleveland, Ohio, schools, for a term of two years.—The following teachers are elected at Rockville: Prof. Lin Hadley, Supt.; Mrs. F. M. Howard, Principal High School; Miss Ella Burke, No. 7; Miss Florence Hughes, No. 6; Miss Maggie Riordan, No. 5; Miss Lillie Ewing, No. 4; Miss Ida Hargrave, No. 3; Miss Carrie Alexander, No. 2; Miss R. Hadley, No. 1; C. F. Stokes, colored school.—W. R. Synder, of the Muncie high school, has been elected principal of the Frankfort high school.—Sheridan Cox has been re-elected Supt. of the Kokomo schools for about the thirteenth time.—B. T. Davis, of Winfield, Kan., began a normal June 16th. D. W. Dennis, Prin. of the Bloomington Academy, has accepted a position in the faculty of Earlham College.—F. D. Churchill will continue in charge of the Aurora schools, with J. H. Van Houten principal of the high school.—W. H. Banta has been thirteen years superintendent of the Valparaiso schools. He has been re-elected at an increased salary.—J. B. Starkey will continue in charge at Martinsville.

OHIO.—The Marion County Teachers' Institute meets at Marion, August 4th.—The Ohio Teachers' Association met at Lakeside, July 1st, 2d and 3d. Program as follows: "Philistinism," M. R. Andrews, President of Marietta College; "How Well Prepared for Life is the Average Graduate?" Alston Ellis, Superintendent of Schools, Sandusky; Discussion, H. L. Peck, Superintendent of Schools, Barnesville; "Difference Between the Old Education and the New," Samuel Findley, editor of Ohio Educational Monthly; Discussion, A. B. Johnson, Superintendent of Schools, Avondale; Address, C. F. Moulton, Superintendent of Schools, Warren; "America Discovered," Hon. J. J. Burns, Superintendent of Schools, Lancaster; "Every-day Differences in the School-room," Harriet S. Keeler, of Cleveland High School; Report of Committee on Reading in Our Public Schools, B. A. Hinsdale, Superintendent of Schools, Cleveland; Annual Address, Dr. S. F. Scovel, President of Wooster University; "Ethics in the School-room," Wm. Richardson, Superintendent of Schools, Chillicothe; Discussion, T. W. Harvey, Superintendent of Schools, Painesville; "Music in the Public Schools," N. Coe Stewart, Superintendent of Music, Cleveland; Discussion, J. A. Scarritt, Superintendent of Music, Columbus; "The Value of Literary Culture to the Teacher," J. E. Stubbs, Superintendent of Schools, Ashland; Report of Corresponding Secretary of the Board of Control, J. E. Jones, Superintendent of Schools, Massillon; Discussion, "Shall we have a Reading Circle Annually?" opened by J. W. Dowd, Superintendent of Schools, Toledo. Officers: President General Association, E. F. Moulton, Warren; President of Superintendents' Section, M. R. Andrews, Marietta. Vice Presidents, F. S. Coultrap, Athens county; S. H. Herriman, Medina county; C. R. Long, Muskingum county; Miss Kate Brennan, Cuyahoga county; Miss S. A. Platt, Columbiana county. Secretary of General Association, E. B. Cox, Xenia. Secretary of Superintendents' Section, T. A. Pollock, Miami county; Treasurer, A. Brown, Columbus. Executive Committee, H. S. Doggett, Hillsboro; C. W. Bennett, Piqua; R. McMillan, Youngstown; C. L. Loos, Jr., Dayton; H. N. Mertz, Steubenville; L. W. Day, Cleveland.

ILLINOIS.—Prof. Shannon has been re-elected at Payson.—Prof. George Silby goes to Carthage. Profs. Kelly, of Morrison, Bayliss, Piper, and Diller, of Sterling, leave the work of teaching for other pursuits.—Fred Swedley remains at El Paso, L. C. Dougherty at Minonk, and Edward Bangs at Washburn.—Miss M. R. Maloney goes as principal to Rutland, Geo. W. Parker to Wenona, E. R. Ristuve to Varna, J. E. W. Morgan to Magnolia, J. Phillips to Lostant, Miss Eliza Morse to Metamora.—Mr. Fastman was re-elected for his twenty-fourth term as superintendent of the Decatur schools.—Prof. S. A. Forbes, the State Entomologist, has been elected to the chair of Natural History in the Campaign State University.—G. W. Monroe is to be principal of the Neoga schools; G. W. Capps, Carrie Ewing, Sallie Mitchell, and Anna Rhea, assistants.—The Institute In-

structors' Convention met at Normal, June 25th. About a hundred county superintendents and institute instructors were present. The State Superintendent Raab presided. County Superintendent Boyer was elected secretary. Dr. Hewett opened a discussion on the nature of the work of the coming county institutes. He said that the teaching of principles and methods should be the chief aim in the work—professional rather than academic instruction. Most of those participating agreed, but some would combine the professional with the academic work. He would have the teacher train the children from one to four weeks in methodical seeing and telling before introducing the written or printed forms of words. During this time pictures should be employed rather than objects, as they have a more apparent unit of thought and are, consequently, simpler. During the introductory work there should be a clear conception of a unit of work; that is, the teacher should keep the purpose of the exercise always in view, viz.: methodical seeing and telling. Before the introduction of a book the child should become able to recognize the forms of from two hundred and fifty to four hundred words, to be chosen chiefly from his own vocabulary. In this list of words there should be a proper proportion of the parts of speech. Dr. Hewett led the discussion of the geography work, urging the conductors to illustrate their work so fully that the teachers present will be enabled to carry it out in detail in their school rooms. At the conclusion of Dr. Hewett's exercise, Superintendent Raab gave an object lesson on cloth. The materials used were several varieties of cloth, wool in the condition in which it came from the sheep, carded wool, wool in rolls, yarn wound on bobbins, and an ingeniously constructed loom, prepared by the teacher, and fitted with warp, woof, and shuttle. After examining the various objects, learning their names, and employing them in sentences, he operated the model loom and illustrated the process of weaving in so simple a manner as to make any child familiar with the details of the operation.

GEORGIA.—The Georgia State Association, which met at Atlanta, recently was one of unusual interest. In the language of the Atlanta Constitution: "Georgia has had, beside the general care involved in the education of our youth, to deal with a special and difficult problem. The education of half a million colored people, who were ignorant and suspicious, was of itself enough to discourage an impoverished people. Added to this Georgia had to provide for a large percentage of white illiteracy, and to carry from school to university thousands of our boys and girls." In his address of welcome, Mr. W. A. Haygood said: "The day has come when teachers are no longer considered mere toilers, but are recognized as leaders of thought and moulders of opinion. They read the needs of the country and study how to supply those needs, and for this purpose they are now assembled." Chairman Barnett in responding, maintained that a revival of learning was needed the State over. He urged that the teachers, who know the needs, should endeavor to awaken those who sleep, to arouse the people from their lethargy and urge all to work, to organize, to reach the masses. The movement once started would go on itself. He exhorted the voices from platform and pulpit to aid the endeavors of education's champions. The press's aid he invoked as an all-powerful agent and asked its voice in behalf of the objects of the association. He even suggested educational missionaries for the State. "Co-operation among the teachers," he said, "is of great importance. Communicate together, make the real need felt and strike at the root. The object of education is to 'fit man for life.' This shows the need of education—liberal and practical." A resolution was offered and unanimously adopted, inviting the participation in the convention of all resident and non-resident teachers, the press, the ministers, and all interested in the cause of education.—Prof. W. J. McKemie, a successful organizer of village schools, spoke of "The Duties of Parents in Relation to Education." He dwelt upon the duty of the parent to his family and the community in a most forcible manner. A general discussion of the subject followed in which Dr. Orr mentioned the fact that in Georgia there were 128,000 white people and 390,000 colored over ten years of age unable to write, showing that one-third of the population are illiterates. Thus is the empire state of the South, the banner state of illiteracy, having more illiterates than any state in the union. These facts demonstrate, said the Commissioner, great neglect on the part of parents and are suggestive of compulsory education. He was, however, opposed to compulsory education at the present time. Other speakers suggested ways of reformation. The idea was advanced that the parent who, disregarding the early training of his offspring, sent to the schools a child, whose mind is corrupted and who is accomplished in vice commits moral murder, because of the evil influence brought to bear on school-room companions. The idea of erasing the classics from school and college curriculums was frowned down by all. Prof. Neely contended that the school-room must not accommodate vipers, and pointed to the work-house as the home for children, whose influence are likely to corrupt their school companions. Dr. Powell wanted a remedy. He indorsed the essay of Prof. McKemie, and suggested that were it read to the parents of the children of Georgia instead of to the teachers of our schools, the result would be more beneficial. Dr. Powell wanted every teacher to prepare essays on the duty of parents to children, and impart their contents to all illiterate parents throughout the State.—Major W. A. Slaton addressed the association on "The Duties of Communities in the Work of Education."

ALL who joy would win must share it. Happiness was born a twin.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. Mathematical puzzles are not desirable.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

Many thanks for "Payne's Lectures." The first chapter is worth the price of the book. In think it is the richest book that I have seen. As soon as the "Quincy Methods" come out, I want one. I wish to study German and English literature, but am at a loss as to how to set about it. I thought a person could remain at home and take lessons, but it is a mistake. I am anxious to get the proper pronunciation. Could you help me, or, rather, advise me as to the best method of procedure? My school will open about the first of September, and I would be glad to have you point out the best text-books for a school in which higher branches are required than in the common school. The readers, geographies, arithmetics and dictionaries are determined, but I would like to know the best work on word-analysis, physical geography, English grammar, physics, and if there be any other branch that would secure more thorough and general instruction, I would be glad to have you point it out.

[You can only get the correct method of pronouncing German by talking with one who speaks the language correctly.]

Study English literature by reading the best authors carefully and many times. Do not attempt too much. Master a few classics, as Tennyson's "In Memoriam," one of Webster's great speeches, and Irving's sketches. Proceed slowly but thoroughly.

You will find Swinton's "Word Analysis" good. Physical geography is usually connected with our best school text-books in that subject. Guyot's "Earth and Man" is authority on this subject. In English Grammar you will find a dozen excellent authors at hand. Gould Brown's Grammar of English Grammars is the most complete treatise on the subject published. Read Richard Grant White's "Uses of Words." In Physics you will find many authors, among which are Steele, Cooley, and Gage. Write to the leading publishers, asking for their catalogues.

Why not encourage your pupils to study zoology and botany? These are excellent for mental discipline and information. You can commence to teach these branches with a little knowledge at the beginning.

I am much pleased with the plan proposed by J. A. V., in the JOURNAL for June 21st, and like your first question: "Show how you, in any lesson, proceeded from the known to the unknown."

I would reply: first, to cause the pupil to give clear expression of what is known to him concerning the subject of study—that is, the known which is immediately and intimately related to the unknown to be taught. Let the expression take as many forms as possible, such as drawing, oral or written language. Now let the teacher direct the attention of the pupil to the "unknown." If the preceding work in the known has been properly done, the pupil will generally be able to see the relations existing between the last steps in the known, and how they lead to the points to be acquired.

The teacher's work, then, lies in skillfully leading the pupil's mind, so that he will discover these relations, do his own thinking; and gradually acquire the power and love for investigating the universe of fact and truth.

When will the "Quincy Methods" be ready? I want a copy as soon as published. I have the following authors on education: Joseph Payne's complete works; N. H. Payne, of Ann Arbor (these two Paynes often put me in mental pain by their disagreements); Col. F. W. Parker's book; Fitch's Lectures on Teaching; Tate's "Philosophy of Education"; Johnson's work on Education; Oscar Browning's Educational Theories; Bam and Spencer; the manuals by Sheldon, Kiddle and DeGraff; A. L. Wade on "Country Schools." How do you like this list?

Jefferson Co., N. Y.
[It is good.—Ed.]

LUCIEN J. WHITNEY.

It seems to me you are slightly in error in your remarks concerning the Presidential succession, on page 898 of the last JOURNAL.

My understanding is that the Vice-President usually withdraws from the chair of the presiding officer to allow the election of a president *pro tem.*, that the Senate may not be left without a presiding officer. This is done, I believe, shortly before the adjournment of that session of Congress in which the Vice-President begins his term of office.

The Speaker is chosen for two years, I believe, and I fail to see why there will be no Speaker of the House after the adjournment of Congress.

I think Prest. Andrews is correct in his statement. You may recall the fact that, within the last few years, there was a session of the Senate, previous to which there was no president *pro tem.* elected, and the clerk called the House to order. This was done without precedent, I think, but I remember distinctly that it had to be done because no president *pro tem.* had been elected.

Worthington, O.

[We shall be glad to hear from others on this subject.—Ed.]

(1) Please give the origin of the trouble in the Soudan;

also, why did England interfere? (2) Describe the origin of paper money in America. (3) Also, how solve the following problem: A boat whose rate of sailing is 16 miles per hour, sails up a river whose current is five miles per hour, and is gone 10 hours and 40 minutes. How far did it go? By answering the above you will greatly oblige

A SUBSCRIBER.
[The trouble in the Soudan originated partly from the oppression of the Egyptian rulers, and partly from a fanatical belief in the pretensions of El Mahdi. England was called upon by the Khedive for assistance in putting down the rebellion because Egypt had no troops, and was too poor to hire any. This in brief is the history of the Soudan war, but its complications are many, and their real narration would occupy many pages. (2) In 1890, money being scarce, Massachusetts colony issued paper money to pay off the troops she had employed in an expedition against Canada.

[We invite our readers to discuss this.—Ed.]

(1) Where can I get some professional lectures on teaching? also some instruction in drawing for a class of primary scholars? (2) Why does freezing water change it from hard to soft; and why does water become hard by being in a cistern a long time? (3) Which form of the verb should be used, and why: The boys have *went* or *gone* to town?

E. F. E.
[The "Payne's Lectures" are the best, published by E. L. Kellogg & Co., N. Y.; "Teachers' Guide to Industrial Drawing," Iverson, Blakeman, Taylor & Co., N. Y. (2) Because freezing it precipitates the salts it contains. It is a process of crystallization, and crystals are always pure. (3) 'Gone,' because the past participle of the word is always used with the auxiliaries have or had.—Ed.]

(1) I live 37° north of the equator. The sun shines in at the north window morning and evening at this time of year. Can you explain the reason? (2) Does Manitoba belong to the United States? If so, when was it bought?

J. C.
[Take a globe: place it in the proper position, with axis pointing towards the polar star. Some distance east or west place a lamp. Now put on your parallel of latitude—a flat rubber—so that the flat side will be south and the other north. Revolve the globe slowly half way around. Notice how the rays of the lamp strike. Infer for yourself. (2) Manitoba belongs to Canada.—Ed.]

Why are the silver dollars of the United States coinage stamped with the small *m's* found on the neck of the Goddess of Liberty and in the wreath beneath the eagle?

O. N.
[Probably the signature of the designer, Mr. Morgan," says the Assistant Treasurer of New York City.—Ed.]

The next time you answer an inquiry as to where to purchase *Kindergarten material*, please do not forget that we have a full line of said material.

We are led to call your attention to this fact upon reading the answer to questions 8 and 4 in 3d column of p. 188, TEACHERS' INSTITUTE, July, 1884.

J. W. SCHERMERHORN & Co.
7 East 14th St., New York City.

When was the "Crystal Palace," near London, built? and for what purpose? Why so called?

M. B. M.
[It was first built in 1850-51; was re-erected on a large plan 1852-54. It is devoted to horticultural shows, monster concerts, and other public amusements. So called probably from its appearance, being made mostly of glass.—Ed.]

In teaching geography, some educators present the Continent first and then the subdivisions, while others begin with the school-room, and then proceed to the city, county, state, etc. Which is the better method?

W. J. R.
[The latter, because it is proceeding in the natural order, i.e., from the known to the unknown.—Ed.]

Who publishes "Eminent Americans," by Benjamin Lossing, LL.D., and "A Comic History of the United States," by Livingston Hopkins, both formerly published by "American Book Exchange"?

J. E. B.
[Write to Harper Bro., N. Y.—Ed.]

Please state your method of conducting reading recitations, and what the points are that the teacher should keep in view?

[Articles on this subject will soon appear in the JOURNAL.—Ed.]

Where can I get information upon the course of study prescribed by the State of Indiana, and also of its results?

J. F. C.
[Address the State Supt. of Public Instruction.—Ed.]

Please send me your catalogue, or course of reading for teachers and general readers.

A. J. W.
[We have no such catalogue, but will publish articles on this subject soon.—Ed.]

Please tell me where I can get a copy of "Euclid's Geometry," and at what price?

J. J. F.
[Of Cassell & Co., New York. 75 cts.—Ed.]

Where can I get Miss Youman's book on "Botany," and Spencer's "Inventional Geometry"? What is the price?

[Write to D. Appleton & Co.—Ed.]

Will Prof. D. give authority for 2x3 are 6, instead of 2x8 is 6?

C. L. P.
[Shall be glad to publish answers.—Ed.]

EDUCATIONAL MISCELLANY.

A SUMMER SKY.

BY WOLSTAN DIXEY.

All motionless across the sky
The pillowy cloud-islands lie;
As if the etherial vast might be
A stormless, still, unchanging sea.
Along that white enchanted shore
No sail shall harbor evermore;
But only happy souls shall drift
And shelter in the shining rift.
No fleet may voyage on that blue tide,
Save as unladen spirits glide
In dreamy ecstasy away
Into an unimagined day.
These isles of bright dissolving fleece
And the wide, calm, empyrean main,
Reflect our innocence again,
And mirror God's eternal peace.

For the SCHOOL JOURNAL.

A VALUABLE LESSON.

An exchange says that Bishop Simpson hit the secret of his power in public speaking when he told an inquirer, "At school the one thing I could not do was to speak. It cost me unspeakable effort to bring myself to attempt it, and I was invariably mortified by my failures. At length, having felt called to the ministry, I sought to forget myself as far as possible, and banishing all thoughts of oratory, to give myself up absolutely to the task of saying things so that people could readily understand them." His oratory was nature itself,—a true, sweet, thorough and earnest nature, intent on nothing but to carry the truth he was filled with to the hearts of his hearers in the most direct and simple way. His language was choice and idiomatic, Saxon words in predominance, but not pedantically Saxon; his manner almost as quiet as that of Wendell Phillips; his voice singularly gentle, yet penetrating, and his very presence inhaling a peculiar charm of attraction. If a collection of his discourses be published, as it is quite likely there will be, they will not show the power of the man, any more than the speeches of Wendell Phillips show his power. The speeches of Webster place the power of Webster before the reader; but that is a rare boon to be granted to orators, whose printed works commonly require a lively imagination to reinforce tradition in order to justify their author's fame.

History affords us many instances of failures in speaking by those who in after life became eminent orators. Gough says he never, even now, appears before an audience without fear. Old actors have attacks of stage fright. Timidity is not an evidence of weakness; on the other hand, it may be an indication of power. A certain degree of timidity is an evidence of mental insight, and is necessary to a thorough mastery of the subject.

Young writers should be taught to express their thoughts in a very simple manner, and not strain for something too high for them. The lucid sentences of Irving or Addison are far better models for young writers than the involved paragraphs of Emerson or Carlyle. It is harder to write a simple letter and tell the whole truth in plain language, than to write high-sounding declamation. The greatest orator of our country is Webster; his sentences are as easily to be understood as a letter from home. The exquisite charm of the best of Wordsworth's poetry is its simplicity. This is an extremely valuable lesson for teachers.

THE *New Idea* gives the following receipt for "Slating for Blackboards": Shellac, 8 ounces; lamp-black, 12 drachms; blue ultramarine, 20 drachms; powdered rotten stone, 4 ounces; pumice stone, powdered, 6 ounces; alcohol, 4 pints. Dissolve the shellac in the alcohol, add the other ingredients finely powdered, and shake well. The board to which the black is to be applied should be perfectly smooth and free from grease. The preparation should be well shaken before using, and applied rapidly with a flat varnish-brush.

A CHAT ON SCHOOLS.

MRS. JULIA MCNAIR WRIGHT.

"I am glad you are going away to school, George," said the Stranger. "School life is a very pleasant and useful period of our existence. No one more highly appreciates a home than do I. No one more heartily advocates home ties, and more vigorously insists on home influence; but after all, there is nothing that can take the place of life in a large school during part of our youth. I do not advise keeping young people away from home, year after year, severed in a great measure from filial and fraternal ties; and still I do commend a portion of school life away from home for every young person."

"I gather from this that you do not think that young people should go from home to school very early?" said John Frederick. "Say, at from eleven to thirteen."

"I think that if possible they should continue their education near home, where they can have the training, care, sympathy, and advice of their parents until they are fifteen or sixteen years old."

"I think, too," said Robert, "that at this age they will feel more pride in scholarship, realize better the value of time, and more highly appreciate the worth of the money expended on their education than they would when younger."

"That is very true. There will be less wasted time, and they will have a better habit of study. It is also noticeable that at this age there comes a certain maturity of mind, so that the student can more efficiently grasp the subjects presented to his consideration. Undoubtedly school life, between fifteen and twenty-one, tells better than school life between the ages of twelve and eighteen. Very young pupils in boarding-schools are apt to acquire a habit of idleness and indifferent preparation. They really cannot compete with elder pupils, and the teachers deal very leniently with them, and often do not expect them to do as well as would really be possible."

"But suppose that one has, near one's home, in one's own town, or where one can go and come every day, schools of high grade, does it not then seem idle to go abroad to seek instruction?"

"Certainly. For with such schools within easy reach, you can have most of the advantages of the boarding-school, while yet you are boarding at home. The intimacy with the teachers; contact with a large number of pupils; belonging to the literary societies of the school; taking part in all its exercises, and becoming acquainted with its discipline, will serve much the same purpose as going away to school, especially if you maintain the study hours."

"What do you think of going abroad to foreign schools?"

"I think that nothing is more unfounded or pernicious than the idea that a young American should be trained in a foreign boarding-school. The atmosphere and opinions of European nations are so different from our own, that it is impossible that a loyal, vigorous, patriotic, reasonable American citizen can be trained up abroad. Educate American boys and girls in foreign schools, and you have a race of intellectual mongrels, who will make no good impression on their age."

"But in art, in music, in singing, is it not needful to be trained in the foreign schools? Are they not better than ours?"

"In all these pursuits the prominent foreign schools have this advantage, that, as they are older, their collections, their examples, their varied privileges, each in their own line, are greater than we have yet attained in our comparatively new schools. But at the same time we have, in our own country, schools in art, and in music, that can lay a broad and admirable foundation. We do not want a race of French, or German, or Italian musicians or singers as our representatives; we want Americans, of American genius, opinions, principles and national spirit, who have learned to appreciate their own country for the solid advantages and instructions she has given, and who have acquired, in their several arts, depth, breadth, polish and sympathy by their studies abroad."

ETIQUETTE OF CONVERSATION.

Do not manifest impatience.

Do not engage in argument.

Do not interrupt another when speaking.

Do not find fault, though you may gently criticize.

Do not talk of your private, personal, and family matters.

Do not appear to notice inaccuracies of speech in others.

Do not allow yourself to loose temper or speak excitedly.

Do not allude to unfortunate peculiarities of any one present.

Do not always commence a conversation by allusion to the weather.

Do not, when narrating an incident, continually say, "you see," "you know," etc.

Do not intrude professional or other topics that the company generally cannot take an interest in.

Do not talk very loud. A firm, clear, distinct, yet mild, gentle, and musical voice has great power.

Do not be absent-minded, requiring the speaker to repeat what has been said that you may understand.

Do not speak disrespectfully of personal appearance when any one present may have the same defects.

Do not try to force yourself into the confidence of others. If they give their confidence, never betray it.

Do not use profane or vulgar terms, slang phrases, words of double meaning, or language that will bring a blush to any one.

Do not intersperse your conversation with foreign words and high sounding terms. It shows affectation, and will draw ridicule upon you.

Do not carry on a conversation with another in company about matters which the general company knows nothing of. It is almost as impolite as to whisper.

LIVING ABOVE VEXATION.—The following letter is commended to those whose lives run backward, and whose fortunes mutiny. They may find in it a way out of their troubles: "I do not think any human being could have been more hopelessly depressed than I was five years ago. Everything and everybody around me was uncongenial, and I found nothing within me that at all satisfied my ambition for myself. Condemned to a life of servitude to earn my living, I saw no way of lifting myself to the heights which I longed to tread. At this time a well-worn copy of the biography of Mrs. Hemans fell into my hands, and I read it with absorbing interest. My first consciousness was of being rescued from the closeness of the intellectual atmosphere in which I had hitherto lived, and raised to an elevation where breathing was luxury. I forgot the toilsomeness of the drudgery in which my daily life passed, and while my hands were busy as ever, my mind was filled with images of beauty and words of deathless song. When I had finished this biography I was not happy until I had found another as interesting, and this was the "Life of Frederick the Great." From that I fell to reading history, and though my leisure hours are few, I have mastered a good many volumes. Macaulay's "History of England" made me a passionate lover of his style, and led me to the perusal of his "Miscellanies," which I have found a mine of untold wealth. What does it matter that I wear plain clothes, that my hands are rough and horny, that my associates are given to trivial amusements and gossip? Though with them, I am not of them. Often I long for congenial living companionship, but in its absence I find in the silent sympathy and congeniality of my favorite authors a peace and satisfaction that makes life not only tolerable but sweet."

THE total population of the world in 1885 was about 1,433 millions, eight millions of which were Jews, 175 millions Mohammedans, 415 millions Christians, and 838 millions Pagans. The number of Pagans double the number of those classed under the head of Christians.—*Ea.*

PUBLISHERS' NOTES.

I wish to tell you how perfectly delighted I am with the JOURNAL. It helps me wonderfully. E. H.

We like the literature you send out, and its influence is a power in Iowa where everybody believes in schools. Co. Supt.

The teachers of this section are very much pleased with your publications. Wish you success in your noble work. M. E. G.

I find the JOURNAL a great help to me in my work; it contains so many good thoughts and practical suggestions. I would not be without it. C. A. M.

With pleasure I acknowledge the receipt of your papers, and say that I am exceedingly pleased with them. Your advocacy of the New Methods commends your publication to every progressive teacher. G. F.

The JOURNAL is a welcome visitor. It is a feast to my mind when I come in from the field hungry for something interesting and instructive. I shall enter the school-room again in the fall. J. G. I., ex-Co. Supt.

I have had several teachers under me the past year. I urged all to read the SCHOOL JOURNAL, Kellogg's "School Management," and "Talks on Teaching." I find those who have done so have done better work and given greater satisfaction than the others.

PRINCIPAL AND INSTRUCTOR.

Thirty-nine years ago I taught a small boy, in this city, by the word-method, and while I was gratified at my success, the mother of said boy sent me just such a letter as that reported by Miss M. in the SCHOOL JOURNAL of 24th inst. Although the boy could read and spell every word in the book, he was unable to repeat consecutively the alphabet. M.

I value the SCHOOL JOURNAL highly, and do not want to be without it. I know it has aided me in my work, as much by its elevated tone and serious view of the importance of the teacher's work, as by new methods and original schemes of work. I wish you to know that I am one of the many who commend your publications. A. A. B.

I always read the JOURNAL with shears in hand. As I read, I make clippings for various scrap books. I preserve all the choice articles on school government, and paste them in a large scrap book. By this means I am forming a volume which contains the best thoughts of the best educators of the times, and which I would not exchange for any book on discipline which I have ever seen. A. R.

We are trying as best we can to apply the principles of the "New Education," as set forth in your excellent publications. I consider yours by far the best educational journals published, and our best teachers are not only taking them, but could not get along without them. For my own part, I look for the JOURNAL each Monday as I would for the visit of a valued friend. Wheeling. F. H. C.

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College, school, and other reading rooms, or individuals desiring to subscribe for any number of other papers, no matter where published, can have an estimate of cost furnished upon application to us; and we will send our revised list of periodicals with which we club at reduced rates to any one asking for it.

SCHOOL-HOUSES are the republican line of fortifications.—HORACE MANN.

HORSFORD'S ACID PHOSPHATE.

FOR ALCOHOLISM.

Dr. C. S. Ellis, Wabash, Ind., says: "I prescribed it for a man who had used intoxicants to excess for fifteen years, but during the last two years has entirely abstained. He thinks the Acid Phosphate is of much benefit to him."

BOOK DEPARTMENT.

NEW BOOKS.

FAMOUS AMERICAN FORTUNES. Laura C. Holloway. Philadelphia: Bradley & Co.

This is a series of sketches of many of the notable merchants, manufacturers, capitalists, railroad presidents, bonanza and cattle kings of this country. The subject is in itself of great interest, for we all want to know how these men became rich. In America any man may become rich; the question is only, "How?" Perhaps the spirit of the interest in all such biography is the hope of divining the Midas touch, that we, too, may exercise it.

This work is a most happy idea, and, in this instance, has been carried through most happily and conscientiously. It does not, by any means, include all or a majority of the great capitalists of America, but a careful selection has been made of the more prominent and the most truly representative ones; thus, as the author says in her preface, the work of elimination has been more difficult than that of compilation, and the table of contents is a remarkable one, both in respect to numbers, types, aggregate wealth and character. The fortunes are typical not only as to their creators, but of the different sections of country. The way for all of these men was alike through difficulties up to competence and then to fortune, and the lessons taught by such lives are valuable, for though dealt with from the material standpoint, the finest characteristics of the men are recorded.

The author shows rare good sense in choice of material and treatment, and a very just appreciation of all the elements going to make up the worldly success of each subject. Among these are such noted names as Peabody, Astor, Mackay, Cooper, Scott, Vassar, Vanderbilt, Tilden, Barnum, Bennett, Gould, and Clafin. These biographies, and many others, are accompanied by excellent portraits. It is no unwarranted assumption in the preface that "the volume represents more good deeds, greater sums of money, better men, and finer representatives of manhood than are to be found in any other work of a similar character before the public."

It is gratifying to repeat here the author's dedication to the memory of Joseph W. Bradley, late head of the firm now publishing the book, and the one "to whose suggestion and encouragement this book owes existence; whose kindly interest and friendly regard, through years of business relationship, made the name of publisher a synonym of goodness and generous dealings; and whose untimely death has associated the work indelibly with his name."

THE PRINCESS NAFEXINE. Ouida. Philadelphia: J. B. Lippincott & Co. \$1.00.

She is a Russian princess, possessing great beauty and an infinite capacity for being bored. She considers her big, homely, good-natured husband an absurd nonentity, and her children "my two ugly little boys," as she calls them, pattern chips of the old block. Society is a bore; solitude is a bore; nature, art and humanity all contribute to the universal boredom, and her multitude of titled lovers furnish only a slight distraction. They are not lovers in the "Ouida-rian" sense; she is chaste as snow—not from any moral consideration, but simply because she has no heart for any person or thing in all existence. This is the character that the author takes hundreds of pages to elaborate, with the result, as may be readily imagined, of an insufferably stupid and uninteresting story.

The hero, *Othmar*, is a conventional conception, though not an ignoble type by any means; *Yseulte* is a pure, sweet, lovable character, and *Melville* is one to respect. Several minor characters are momentarily interesting after a sinister fashion.

Ouida's works have been freely accused of immorality, but not often of stupidity. She has expressed much "Wit, Wisdom and Pathos," as a late compilation of her sayings under that title, will show; but in the present book there is little worth reading, less that is worth remembering. The author's ludicrous essays in the subjunctive mood are to be expected, also her clumsy syntax and the nauseating descriptions of artificial luxury, but the large proportion of general dullness and staleness is surprising.

HISTORY AND CIVIL GOVERNMENT OF IOWA. For the use of normal and public schools, teachers' institutes, and private instruction. By George Chandler, Superintendent of Schools, Mitchell County, Iowa. Chicago: A. Flanagan. 75 cents.

This book has been prepared in answer to a pressing demand for a text-book on the civil government of Iowa.

A knowledge of the workings of our government is essential to good citizenship, but this branch of study has been sadly neglected, even in the graded schools of the State. This neglect has been due to the fact that the means of acquiring information upon the subject have hitherto not been available. It gives a brief history of the settlement and growth of the State. No resident of the State should neglect reading and studying this chapter. It is highly interesting. An interesting account of the various State institutions is given; when established, where located now, how supported, how governed, inmates, etc. This chapter is worth the price of the book. The constitution is given in full with side notes for each article. Any item can be readily found by running the eye down the side notes. This arrangement will save much time, and is a valuable feature of the book.

A full list of the various State, district, county, town and township officers, and how elected, is given. Also, the duties of each, the amount of bond required, the salary received, and other information pertaining to each. No intelligent citizen should be ignorant of these, yet many boys and girls, graduate every year with a smattering of Greek and Latin, that can not name and give duties of the State officers, and perhaps there are a few teachers likewise deficient. It is an excellent book.

BANCROFT'S FIFTH READER. John Swett, Charles H. Allen and Josiah Boyce, Ph.D. San Francisco: A. L. Bancroft & Co.

This is the concluding book of this series. In it the same methods employed in the other Readers have been continued and extended. The following points are especially noticeable: a well-balanced combination of instructive, entertaining, literary, and elocutionary reading matter; the high literary character of the selections from standard writers, well adapted to pupils in the grammar grades; portraits of eminent authors which accompany selections from their writings; brief, clear, and practical statement of the principles of elocutionary art and vocal training; special exercises to secure good articulation and correct pronunciation; carefully selected lessons in oral and written spelling, embracing valuable drills on synonyms.

The high educational and literary character of the authors are a sufficient guarantee for the quality of the material here presented. The entire series will stand as a monument to the enterprise and scholastic ability of the teachers and publishers of the Pacific coast.

WORD LESSONS. A Complete Speller, adapted for use in the Higher, Primary, Intermediate and Grammar Grades. By Alonzo Reed. New York: Clark & Maynard. 25 cents.

This book contains the following features: 1. The pronunciation and use of words is taught in connection with their spelling. After excluding the unusual words of the "old-time speller," more than one-half of the modern spelling-book words are dropped as not likely to be misspelled by the average learner. All exercises are graded with reference to the natural growth of the child's vocabulary. There is variety in the character of the lessons. The principles of association, or of comparison and contrast, are regarded. Illustrative sentences are presented. The study of word-analysis is so introduced that pupils are encouraged to consult the dictionary for the derivation of words, and to trace the links connecting original with current meanings. It is a good book.

SHELDON'S GRADED EXAMPLES IN ARITHMETIC. 2nd Book. By M. French Swarthout and M. A. Farnham. New York and Chicago: Sheldon & Co.

This book is a graded system of examples for home study. Thus the time heretofore occupied in copying from the board is saved, as well as the expense incurred in the purchase of paper. The authors commence at the foundation, introducing new subjects and new points as rapidly as the pupil's mind is prepared for them. Only practical work is presented. A review of some portion of the previous work is kept up in order to thoroughly impress upon the mind the principles involved. A new subject heads each lesson, consisting of two or three examples, the remaining part being a review. The work is excellently done.

BARNES' NEW NATIONAL READERS. New York and Chicago: A. S. Barnes & Co.

The following points are at the basis of this new Series. They are based on the Word-Method. Frequent reviews are introduced. There is a constant, thorough, and systematic drill in spelling. The script from which the pupil gets his first impressions is of large size and accurate in form. The lessons are largely conversa-

tional in style. They contain outline drawings, and are beautifully and copiously illustrated. The stories are instructive, interesting, and calculated to elevate the moral character, and adapted to the wants of graded and ungraded schools. These and other features mark an elevation in school-book-making never before reached. In paper, engraving, press-work and binding, little more can be desired. A more exhaustive notice of this new series will soon appear in our columns.

LITERARY NOTES.

A Miss Hannah Calligan, of Machias, Me., is said to claim the authorship of "The Breadwinners."

Steele's "Hygienic Physiology" has been again strongly endorsed by Michigan State W. C. T. U., June 6th, 1884.

Mr. Yan Phou Lee, a Chinese graduate of the Springfield High School, has joined the editorial staff of *Wide Awake*.

Oliver Wendell Holmes devotes his mornings to literary work. He spends his summers at Beverly Farms, at his place, which he dubs Beverly-near-the-Depot.

It is a pleasure to notice that bright little sheet, the *Irving Literary Gazette*, published by the Irving Literary Society of Brooklyn Public School No. 9. It is a highly creditable publication.

The *Educational Reporter* is a publication devoted to popular instruction. It contains school-book art, with copious illustrations from Swinton's Geographies, Readers and Histories. New York: Ivison, Blakeman, Taylor & Co.

Mr. John Jacob Astor has just presented to the Astor Library ten works, comprising sixteen volumes, which are valued at \$30,000. Among them are a nearly perfect copy—there is but one perfect copy in existence—of Tyndale's "Pentateuch."

We have received a compact and handy little catalogue of educational books published by Macmillan & Co., together with the educational works of the Oxford and Cambridge Universities. It represents many of the best works in the language.

Mr. Sala says in regard to what he calls his "four bad novels": "They, perhaps, show more than do any other of the things which I have written the marks of slovenliness and haste; for when I am in England I work at my trade as a journalist many hours every day except Saturday; and the few romances which the proprietors of periodicals have induced me to write have been flung off in the brief intervals between the daily spells of grinding newspaper toil; flung off so rapidly that I have often, while rushing through an instalment of a tale for the 'copy' of which the printer's boy has been clamoring in the passage, forgotten the very names of the characters whom I had introduced in the preceding portion."

HOW AUTHORS WORK.—David Livingstone said:—"Those who have never carried a book through the press can form no idea of the amount of toil it involves. The process has increased my respect for authors a thousandfold. I think I would rather cross the African continent again than undertake to write another book."

"For the statistics of the negro population of South America alone," says Robert Dale Owen, "I examined more than a hundred and fifty volumes."

Another author tells us that he wrote paragraphs and whole pages of his book as many as fifty times.

It is said of one of Longfellow's poems that it was written in four weeks, but that he spent six months in correcting and cutting it down. Bulwer declared that he had re-written some of his briefer productions as many as eight or nine times before their publication. One of Tennyson's pieces was re-written fifty times. John Owen was twenty years on his "Commentary on the Epistle to the Hebrews;" Gibbon, on his "Decline and Fall," twenty years; and Adam Clark, on his "Commentary," twenty-six years. Carlyle spent fifteen years on his "Frederick the Great."

A great deal of time is consumed in reading before some books are prepared. George Eliot read 1,000 books before she wrote "Daniel Deronda." Alison read 2,000 before he completed his history. It is said of another that he read 20,000 and wrote only two books.—*Chicago Standard*.

Abandoned Cases.

A comparatively large number of the cases which Drs. Sharkey and Palen, of 1109 Girard street, Philadelphia, are so successfully treating with their new Vitalizing remedy, are what are known as abandoned or "desperate" cases—many of them a class which no physician of any school would undertake to cure. They are, in fact, such as have run the gamut of experiment with the regular schools of medicine, and of quackery without, until between disease and drugs the patient is reduced to the weakest and most deplorable condition, and one for which relief seems impossible. No treatment can be subjected to a severer test than is offered by these cases. The marvel is that Drs. Sharkey & Palen can effect a cure in so many instances. If you need the help of such a treatment, write for information in regard to its nature and action, and it will be promptly sent.

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"It is rich," etc.—Prof. Benjamin Silliman, LL.D.
"It is a work which is found in the library of Congress, to answer more questions satisfactorily than any other work of reference," etc.—Hon. A. R. Spafford, LL.D., Librarian of Congress.

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Opens as usual with a fine and appropriate frontispiece, accompanied by an article, "The Lion and His Month," by Oscar R. Hart. Papers of especial timeliness appear on "Bathing and Swimming," by Edward F. Holt; "The Republican Candidates," with portraits; "How the President is Elected," by Allison Hughes; "A Queer Family," by E. L. Benedict; "Keep Cool," by I. C. Kell; and "The Times," by Alex. E. Leeds. Other interesting contributions are, "The Way to Success," by W. Randolph; "In a New York Art School," by Amy B. Kellogg; "Thinking and Working," by Harvey Birch; "Authors Worth Reading," and a sketch, "Taking His Pick," by Nelson F. Wells. The story of "The Boy who Tried" is concluded; the page "for the scholars" has some excellent contributions; "The little ones" are well remembered; the department are full of interesting words from the "boxers"; and poetry, original and selected, completes a particularly good number.

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It has been among the regular complaints, concerning a some of our geographical maps, that they do not show the territory they are supposed to represent, with sufficient accuracy and in detail; the fault is found with them continually that for practical purposes they are a failure. In view of this fact, it is pleasant to read the letter in another column, from a large manufacturing firm to Messrs. Cowperthwait & Co., paying a deserved compliment to the exceptional efficiency of the map-making in Warren's Common School Geography. Teachers and school boards will be interested in the new and revised editions of these standard geographical maps for 1884, to which, among other features, has been added an exposition of the New Standard Time.

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